

# Hawaii Educational Review

Vol. X. No. 8.

APRIL, 1922.

Price 15c.



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**PROGRESSIVISM IN EDUCATION**  
**BY JOHN E. CARPENTER**  
**IN THIS ISSUE**

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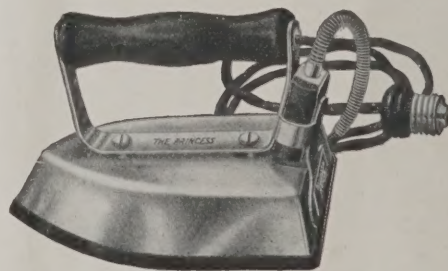
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# Hawaii Educational Review

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## PROGRESSIVISM IN EDUCATION

By John E. Carpenter, of the Kamehameha Schools, Honolulu

Between progressivism and bolshevism, as the latter term is popularly understood, there is the same difference as between construction and destruction. The one builds upon the successes and failures of the past, as wisely as may be, hopeful that the new structure, no matter how imperfect, will be an improvement over that which went before. The other is concerned wholly or primarily with destroying what exists, with no well-thought-out plan for anything better to take its place. By which term shall we describe the current movement for vocational education in the public high schools? Is it an insane bolshevism, or is it a sanely constructive effort to make our excellent public schools still more effectively minister to the steadily increasing school population.

Certainly only a very brave and very foolish or ignorant person would contend that the history of our public school system during the last 50 or 100 years was one of uninterrupted successes. In a democracy which has always boasted that all its citizens were born "free and equal," at least so far as outward opportunities were concerned, has the secondary school actually offered to all equal educational opportunity? Has its curriculum been one equally accessible and equally valuable to all the prospective citizens of the republic? Or has it been designed to be of particular worth to those who were destined to become the intellectual, religious and political leaders of the nation? And has it set such standards of attainment that "the culling-out process began in the entering class, and did not cease during the entire course"? Where is the idealism of democracy in such a practice? Shall it be set down as a count for success that no longer than two decades ago only five per cent of our school-children attended high-schools, and but two per cent completed the four-year course? What were our high schools doing for the other ninety odd per cent?

Certainly if idealism and high standards are to live in the future as in the past of the nation, they must exist in our schools. But these terms must be relative, relative to the capacities of the children to whom they are expected to appeal, and must be within the range of thinkable attainment. There is little use in preaching high standards to a roomful of empty desks.

It is true that the American public high school is an outgrowth of the earlier private or semi-private academy, and represents a growth of democracy in education, as the latter was an outgrowth and development from the earlier Latin-grammar school, the earliest school of secondary grade in America. It is interesting to recall the manner in which this 300-year-old

grandparent of our present secondary-school system was born.

A little less than 300 years ago a town meeting was called in Boston. There were neither movies nor jazz-dances in those days, so all the respectable citizens of the community were present. There were the tailor, the lawyer, the minister, the farmer, the mariner, the cobbler and all the rest. The subject for discussion was the question of providing instruction for the youth of the new community. If we can believe the records, the meeting waxed warm, each one present holding very definite views as to the character of the instruction which should be given. Each citizen presented the claims of his own occupation as the basis or the teaching to be given in the new school.

When the matter finally came to a vote, it was found that every form of school but one that had been mentioned received one vote. The teaching of Latin-grammar had been advocated by two persons, the lawyer and the minister, each of whom saw it as fundamental to his own vocation. And the classical type of school was adopted for purely vocational reasons, and by only two votes, at that. This was, of course but a continuance of the study of the classics which had been, throughout the middle ages, subjects of study solely for those for whom they held distinctly utilitarian values, notably the monks and churchmen, who absolutely required them in order to read any of the existing religious literature.

To the teaching of the classics, Latin and Greek, were gradually added mathematics and astronomy, later English literature (at first a barbarian interloper!) and then the physical and natural sciences and modern languages. And each time, the proponents of the additional subject matter won on the plea of making the curriculum more nearly fit the actual needs of life of the pupils who did or would attend.

Education for life! We educators use the term glibly, and bother ourselves not at all to find out what manner of life it is which our pupils will be called upon to live. We cloister ourselves within the four walls of the school-room (the scene of our own life in its entirety from babyhood to the present) and forget that a type of education which has served fairly well to prepare us for this vocation is as far as east is from west away from the needs of a large majority of those who should be in our secondary schools.

For example, we say "Would the boy become a mechanic? (Let him) have mathematics through spherical trigonometry, the physics and chemistry which are taught in college metallurgy, \* \* \* ." Now the term



"mechanic" is a very general one, and conveys only a very vague meaning. The blacksmith, auto mechanic, machinist and machine hand, carpenter, brick-mason and rivetter are a very few of the long list of occupations commonly referred to collectively under the conveniently vague term "mechanic." Does the blacksmith need spherical trigonometry? Does the rivetter need college chemistry? Does the house carpenter need metallurgy? There is evidently a problem here which some of us have not yet comprehended.

Let us admit that the first years of vocational education in the secondary schools have seen many mistakes and failures. Grant that many well-meaning persons have attempted to "get on the band-wagon" of its apparent popularity and made a laughing stock of themselves and their half-baked efforts at *so-called* vocational education: Grant that many faddists have gone glibly into it, only to drop it for the next thing to catch their fancy (unfortunately we do have persons of that type of mentality in responsible positions in the public schools). But when we have admitted that those who have been in charge of many details of its development have not been either omniscient or omnipotent, and that many mistakes have been made, we cannot for a moment grant that education actually fitting the youth for the life which he will lead, just as nearly as we are able to determine it, is not *the* type of education for every mother's son of the population.

While the present movement is the beginning of vocational education in the secondary schools, we should remember that we have, for years, had vocational education of college grade. A long list of professions have been recognized as calling for specific preparatory courses in our universities. The lawyer, minister, physician, teacher take distinctly vocational preparatory courses. We have heretofore not admitted that other citizens of the community, who must enter other than professional fields, have inherently as much right to such specific preparation. We have insisted, by our actions, that below college grade, education must be "general", or else "college preparatory" for everybody. But no argument will prove that a type of education is adapted to a youth which, when presented, finds him absent—at work in the shop, where he can, though under very unfavorable conditions, get a sort of rough apprenticeship for his future vocation. Or if he is present in the school-room, it is under protest and only due to the hard hand of the law which holds him until he has reached a specified birthday. The very wardship we assume, and rightly, over the adolescent youth through a constantly lengthening term of years involves a serious responsibility to see that we make profitable use of these precious years. If *all* the children of the community are to be required to remain in school to the age of 16, 17 or 18 is it not evident that for many, the latter years of this time are only well spent if planned to assist the youth to choose wisely and enter effectively, the business of self-support as soon as he is released from school obligations?

In conclusion, an effort must be made to lay low the deep-rooted but false conception of the antagonism between vocational and "cultural" education, and its corollary, the idea of identity between the concepts "cultural", and "academic" or "classical" education. David Spence Hill has done a great service to the cause of clear thinking in education in his recent book, "Introduction to Vocational Education", in pointing out the underlying reasons for these two fallacious ideas.

Though the term is often used as a cloak for snobbery, there is a true and very desirable type of cultural education. Its essential characteristic is idealism. Any type of education which inculcates high ideals in the minds of the pupils is to that extent truly cultural. Any type of education which fails to inculcate such ideals, no matter what its subject-matter, classical or vocational, is *not* cultural. There is no fundamental reason why high ideals of life cannot as readily be taught in a vocational high school as in a classical. Certainly let us have thoroughness in our teaching. Slipshod work, whether in parsing Greek verbs or in connecting up an electric switch or cutting gear-teeth on a milling-machine will produce a slipshod pupil. Conversely, the care required to produce a first-class job on the milling-machine will certainly do as much to inculcate habits of thoroughness and industry in the boy who is to be a "mechanic" as will an accurate translation of "Gallia est omnis divisa in partes tres."

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Vocational education is not a fad. It is not a new method of doing what we have previously done, a little more thoroughly or more effectively. It is not a teaching device. It is a marked step in advance in the movement that has gone on, haltingly but steadily, throughout the history of education, to make continually more true, for a continually enlarging proportion of our population, the phrase "Education for life." We need have no fear that it will sink into the materialism we have decried in the German system, if only we remember that high ideals of workmanship and high ideals of life are synonymous and can be gotten over as well in the vocational high school as in any other.

## Shop Work Bulletin for April

Examinations in Shop-Work and Mechanical Drawing will be held at all schools having special instructors of these subjects, for the Eighth Grades this year, so that it behooves the shop-teacher to check up on his work at this time by frequent reviews and quizzes.

The average efficient shop instructor should now have covered about twenty full lessons as laid out in the Course of Study, and some will have covered twenty-five, so that by this time every Eighth Grade pupil taking Shop-Work should be able to do a fairly accurate job in simple woodwork, keep his tools sharp and in proper adjustment, and make a simple working drawing.

Check up on the number of pupils who understand how to order the ordinary materials used in the shop such as lumber, nails, screws, paint, etc. Drill your pupils frequently in estimating and ordering lumber and materials used in making projects. Every Eighth Grade graduate must know how to estimate lumber quantities in planks, boards, boxes and furniture. It is not necessary to cover all the various kinds of lumber grown, but such common hardwoods as koa, oak, mahogany and walnut as well as the more common soft woods such as pine, fir and redwood, every Eighth Grade pupil should know about. They should know how to take care of shrinkage and warping in lumber.

In Mechanical Drawing your pupils should now be able to make simple working drawings from either actual objects or from isometric drawings made on the black-board, and execute them with care and neatness.

Prior to the end of the year each Shop-Work instructor should provide himself with a large 30x60 degree triangle and also a straightedge for black-board use, as the mechanical drawing examination calls for the making of an isometric drawing by the instructor upon the black-board. Incidentally it might be well to instruct your pupils in the making of working drawings from isometric drawings on the black-board. Drill them in dimensioning and the proper spacing of the drawings on their sheets. The drawing examination will be made on a 9x12 inch sheet and will include the pupil's name and school in the title.

All examination plates and papers in shop and drawing will be graded by the instructor and turned over to the principal of the school.

## Home Garden Bulletins

No. 5

### *Effects of Chemical Fertilizers on soil.*

Excessive applications of chemical fertilizers tend to cause soil acidity. If the supply of humus is not kept up the soil will become hard and unproductive, as well as acid.

To remedy these conditions the supply of humus must be maintained and liberal application of lime made as required.

### *Effects of Lime.*

Soil acidity is neutralized by applications of lime, the physical and chemical condition of the soil are improved, causing plant food to be liberated and to become available. Most garden crops do best in a soil slightly alkaline and applications of lime bring about this condition.

### *Methods of Application.*

Fertilizer and lime may be sown broadcast over the land. Lime should never be applied with manure, because it liberates the ammonia which will then be lost. The manure should be ploughed under and the ground then harrowed, after which apply the fertilizer or lime, just previous to the time of planting, and harrow it in.

### *Green Manures.*

Green manures and stable manures are the best sources of humus. While the growing of crops for

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green manuring, or for cover crops is not generally practiced by the market gardener, humus must often be obtained by ploughing under green crops.

Cover crops, and crops grown for green manures, are divided into two classes, leguminous and non-leguminous. Crimson clover, red clover, cow peas, are examples of leguminous crops. Rye is a commonly grown non-leguminous crop.

#### No. 6

##### *The Legumes.*

The legumes have the ability to take nitrogen from the air and to store it up in nodules which grow on their roots. When a leguminous crop is ploughed under, not only is humus added to the soil, but some fertilizer in the form of nitrogen is also added.

The clovers are usually sown in the spring or early summer following an early crop of vegetables.

Cow peas and Canadian field peas are desirable leguminous crops used for green manuring. The Canadian field pea is one of the best of the crops grown to add humus to the soil.

##### *Non-Legumes.*

Rye is considered more of a catch crop than most of the cover crops grown. It may be sown quite late in the fall, and will make a good growth even in a rather poor soil. Very often poor soils are built up by first growing rye on them, which is turned under and followed by some leguminous crop.

##### *Ploughing Under.*

The older or more mature a green crop becomes before ploughing under, the longer it will take the crop to decompose and for its plant food and humus to become available. The more mature the crop when ploughed under, the more danger there is that the capillarity of the soil may become more or less disturbed, because of the layer of undecayed vegetable matter underlying the ploughed soil. The furrow should be turned on edge as much as possible to avoid this condition.

##### *Effects of Green Manuring.*

Green crops are valuable and desirable sources of humus, but the rotting of green crops when ploughed under has a tendency to leave the soil somewhat acid. Before attempting to grow all kinds of vegetables in soil on which a green crop has been grown and ploughed under, an application of lime must be made to neutralize the acidity.

#### No. 7

##### *Quality of the Seed.*

The importance of planting good seed cannot be overestimated, because upon the selection of the seed may depend the success or failure of the crop. Several factors determine the quality of the seed; the most important are *viability* and *truth to name and type*. To have a high percentage of germination the seed must be viable, i. e., must have the ability to germinate under average conditions and grow into seedlings. The seed must be true to name, that is, it should produce plants of the variety for which it is purchased. It must be true to type, or strain. Most varieties of vegetables and fruits have a number of types; it is undesirable

that a planting of any crop should be a mixture of several types.

The seeds of most vegetables are viable and will produce good plants and crops if they are more than one year old when planted. The best practice is to plant fresh seeds because the quality of the seed is determined as much by the conditions under which they have been stored as upon the conditions under which they have been grown. Seeds should be stored in tight bags in a cool dry place.

Every grower of vegetables should test his seeds before planting any of them in the ground. A simple and convenient method is to take a piece of clean white flannel, dip it in warm water and wring the water out until it no longer drips from the flannel. Two warm, eight-inch plates will then be needed to contain the flannel. Lay the flannel in one plate and on one end of it count out a number of seeds. It is best to use the seeds in lots of from ten to one hundred. One hundred being the best number to use as a fairer test can be had from this number of seeds than from any smaller number. After the seeds have been counted and laid on one end of the flannel, fold the other end of the flannel over the seeds so that they are all covered. The second plate should be placed over the first plate containing the flannel and the seeds, with the bottom of the plate upwards. The seeds should be examined every day that the flannel may be kept moist by additions of water, and all germinated seeds counted and thrown out. The number of seeds remaining after all the germinated seeds have been thrown out will determine the percentage of germination for the lot tested. Thus, if we have one hundred seeds and twenty remain after the test, we know that eighty per cent of the seeds are viable and can reasonably be depended upon to produce plants.

##### *Seed Bed.*

The seed bed must be carefully and thoroughly prepared; lumps and coarse material must be raked out, leaving the surface in a fine, smooth condition. The seed bed should have a depth of at least four to six inches of good loam and should be thoroughly pulverized clear to the bottom. The lighter soils furnish the best conditions for making the seed bed and are more easily gotten into proper condition than are the heavier soils.

After having thoroughly prepared the seed bed, the conditions necessary for germination of the planted seeds are principally *heat* and *moisture*. All soil contains some *air*, at least a sufficient amount will ordinarily surround a seed for its use while germinating and growing into a seedling. The conditions which have to be supplied them are the seed and the moisture. The seeds of the cooler loving plants such as the cabbage, or turnips, may be planted in cooler soils than such seed as tomato, egg plant or cucumber. Such seeds as lettuce, spinach, cabbage, beet and radishes may be sown earlier and under cooler conditions than may seeds of tomato, corn, egg plant, melons and other warmth-loving plants.

##### *Planting.*

In the home garden the seeds are usually planted by hand by dropping them in the hill or furrow previously prepared. That the rows may be straight and a uniform



distance apart, the ground should be measured and staked and a line used in marking the rows. The seeds should be dropped at uniform intervals; seed held between the thumb and finger may be dropped evenly with a little practice.

For the best and quickest results the seed should be planted only in freshly prepared ground. In such ground the conditions of heat and moisture are at their best and the seed is placed in surroundings most favorable for quick germination and the growth of the seedling.

#### *Transplanting.*

To obtain early fruits of such plants as tomatoes, cabbage, egg plant and peppers, it is necessary to plant the seeds early in nursery beds, from which the seedlings are transplanted one or more times.

Some of the benefits of transplanting are early maturity, the economical use of the ground by growing seedlings for transplanting to the field as soon or even before a crop is taken off, the increase in productivity that results from transplanting. A plant that has been transplanted develops a better root system than one that is not transplanted.

Plants to be transplanted should be allowed to dry for at least a day previous to transplanting and watered just before transplanting. This procedure tends to fill the plants with water just before disturbing them, it also aids in retaining a ball of earth around the roots. The plants should be lifted carefully that the system of roots be disturbed and broken as little as possible. The plants will start easier and more quickly if a little water is poured around them when transplanted, or if they can be irrigated after being set.

The time to transplant is determined by conditions of the plants to be transplanted, the weather conditions, conditions of the soil, whether dry enough, moist enough, warm enough, or properly prepared. If possible, it is best to choose a cool or cloudy day for transplanting, or to transplant just before a rain. When these conditions are not to be had, do the transplanting late in the day, rather than in the morning.

When transplanting, set the plants just a little deeper than they were set previously.

When the gardening operations are small, the transplanted plants should be shaded for a few days after being set in the field.

## KAHANA

(A Legend of the District of Hana)

By CHARLES JACOBS, JR., Grade VIII,  
Hana School

Kahana was a high chief who lived long ago at Hamoa, East Maui. He was looked upon by all the Hawaiians as a supernatural man. This man, Kahana, was liked by the people because of his kindness. He had a very large fish pond, the remains of which can be seen at Hamoa today.

When Kahana wanted any variety of fish, he would go to the edge of the pond and call the fishes he wanted—

Amaama, awaaua, aholehole, etc. There were always fish in this pond. The East Maui people were thus well supplied with fish for they secured them free of charge from Kahana.

One day, to Kahana's surprise, no fish came to answer his call. He was very much disappointed. He called all his kahunas together and told them about his misfortune. The kahunas went home and studied the problem and after awhile they came back and reported to their chief that a large eel from the Island of Hawaii, had come to his fish pond. They said that this eel had eaten every fish in the pond and that it was sleeping in a cave on the Island of Alau near the shore of Hamoa and would not waken for several days.

Kahana was very angry and impatient. He wanted to kill the eel. He ordered his men to weave two strong ropes of olona, each a mile long. When the ropes were finished, Kahana called the Kaupo and Kipahulu men and told them to station themselves on the hill opposite Hamoa village. He then dispatched messengers to Keanae and Nahiku to gather the men there. When the Keanae and Nahiku men arrived, Kahana told them to station themselves on the opposite shore near Kawiki Head.

He then ordered expert divers to dive down where the eel was asleep and fasten the two ropes to the eel. One cord was stretched from the Hamoa Hill to the eel at Alau and another from the Kawiki Hill to the eel. A signal was given for the two groups of people to pull. It was a hard pull for the eel was large. The southern men were stronger so the eel was pulled towards them and was finally landed on the western side of the Hamoa Hill.

The people and even Kahana could not kill the eel. A young and strong man from Kaupo, who was watching all this from a distance took a large rock and threw it at the head of the unfortunate eel and so killed it. The people were very happy. The eel was so heavy that it made a hollow in the rock on the shore. If you should visit Hamoa today, you would see the shape of the eel on a long smooth rock with the stone that killed it at the head.

The teachers' retirement board of New York City last month retired 21 teachers who had been in the service from 33 to 54 years. Included in the number were six who had taught 50 years or more.

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# BOOK REVIEW DEPARTMENT

Conducted by P. H. COOLEY, Lahaina, Maui

*How to Teach American History: A Handbook for Teachers and Students.* J. W. Wayland, Ph. D., New York. The MacMillan Co., 1921.

A book on History teaching, which is restricted to the one theme of American History. Inasmuch as we spend more time on American History than all other History put together in our teaching in the Elementary Schools, such a text has real value to the teacher. Moreover, American History has problems of its own when it comes to making it realistic to the child. American history lacks some of the dramatic interest, especially the romantic interest that attaches to European and Ancient History. Moreover, it covers a very short space of time as compared with the histories of other countries. This means that American History is more detailed, is less dramatic and lacks the romantic appeal that comes naturally to the child. What, then, can the teacher do to supply these things lacking in American History, and to take advantage of the high lights that do show? In what way can the work be taken up so that the teacher will be sure that she is obtaining the results sought for in American History? What helps can she obtain on what to base collateral reading in American History? These and many other questions that perplex the teacher of American History are discussed in this book.

A distinctly valuable book for the teacher who is doing departmental work in a large school and devoting all, or part, of her time to the theme of American History.

*The American Era:* H. H. Powers, New York. The MacMillan Co., 1921.

The unique thing about this book is that it is not designed for professional reading of teachers at all. Why, then, have I included it in my list? Mainly because I believe it is the most valuable book published in the last decade on the subject of America. Has it occurred to the reader that since the passing from power of Europe after the Great War of 1914-1918, the charge of civilization would have to pass to other hands? Has it occurred to the reader that this has actually occurred? If you read this book you will become convinced that it has. America is now the standard bearer of civilization and is leading the world. The most outstanding phenomenon of the present day is the Anglo-Saxon supremacy. England and America, especially America, have become the most powerful nations in the world. America holds an almost impregnable position geographically; contains within her own boundaries the larger part of the world's resources of minerals; contains the largest body of purely agricultural land of any nation in the world; is an acknowledged leader in education, and undoubtedly, the world's leader in democracy. This then has happened beyond a doubt. The balance of the world's power long centered in Europe has crossed the waters and centered in the United States of America. This does not merely mean that America is a dominant factor in the world from a purely materialistic standpoint, but that she is rapidly being looked up to as a leader of moral, ethical and political questions. If you are proud of being an American, you will be proud to have read this book, yet you will leave the reading with certain fears. What will you, as an individual American citizen, do about such problems as friction between capital and labor, the upholding of the American standing of living, "The Melting Pot," and the restriction of immigration, the question of non-assimilable elements such as the Chinese and Japanese, the upholding and proagation of democracy? What is your responsibility?

Mr. Powers, who is the author of a number of widely read books, including the famous book "The Things Men Fight For," which created quite a furor during the war, is a man with real ideas and real opinions. He is, so far as I know, not a professor, not a specialist, not a propagandist. He is an intelligent, well educated, clear thinking layman, and he writes to and for the intelligent, well educated and clear thinking layman. This is a book that any teacher will get a great deal of inspiration out of. It is not strictly professional reading but, in my opinion, is much better than a great deal of so-called professional reading.

If, as is often asserted, the public school is the backbone of America and America is to lead the world, who is to lead America? It seems to me that the task falls back upon the public school. There is thought enough here for the teacher and the analysis of America and America's future as contained in Mr. Powers' work will be found more than worth while.

*Mental Development and Education:* M. V. O'Shea, New York. MacMillan Co., 1921.

Teachers always welcome a thoroughly up to date book on educational psychology, provided it be simply written, is not too long and can be used in the teacher's actual every day practice. Professor O'Shea's book fulfills all three requirements. The title of the book, as given, does not fully describe all that is contained in the volume inasmuch as it contains a large amount of material on other aspects of the child's development than the purely mental side. A better descriptive title of the book might well be simply "Development and Education."

The book is divided into three sections. Parts 1 and 2 contain material on all the factors of development and education as suggested in the title of the book. Suggestive chapters are the Motive Forces in Development; Primitive Forms of Adaptive Activities; Higher Forms of Adaptive Activities; Expressional Activities; Development of Coordination and Inhibitive Activities Peculiar to Adolescence; Dynamic Education, and Overstrain in Education. The whys and wherefores of human activity as manifested in the process of education are fully explained, and in such a manner that one who is not even initiated into the mysteries of psychology can easily understand. Part 3 is a rather unusual departure in monographs of this type. It contains a little over 100 pages of questions and exercises that the reader himself is to solve or answer after having read Sections 1 and 2. For those really interested in the psychology and fundamentals of teaching this is unusually valuable, for it checks up on the reader's actual knowledge of the subject after he has read the book.

There are a number of decidedly valuable pictures illustrating the principles involved in the treatise. Altogether a distinct contribution, though I fear it will be more interesting to specialists and administrative officers of education rather than the average teacher.

*Modern Elementary School Practice:* George E. Freeland, New York. The MacMillan Co., 1920. Pp., 408.

A thoroughly up-to-date and readable volume on the subject named. Professor Freeland is already well known to teachers who read professional literature. In the present book he sums up in a terse, readable way, all the ideals, motives and interests lying at the bottom of modern education in the Elementary Schools. The book specially interesting and valuable to beginning teachers. If I were asked to place this book as to its value and usability, I should unhesitatingly classify it as one of the two or three best books of its kind published. The fact that it is of very recent publication, and, therefore, absolutely up to the minute, is an additional qualification. Any teacher wanting a single volume for professional reading would find this a premier investment.

*Fundamentals of Education:* Boyd H. Bode, New York. MacMillan Co., 1921.

The first thing that will flash into the reader's mind when he looks at this Review is the following exclamation: "Another book on educational psychology!" Wrong. There is not a word about professional psychology in the whole thing. On the contrary it is a little book treating of a comparatively rare subject in the literature of education, namely, the philosophy of education.

The meaning of education from the philosophical standpoint has always been rather difficult to define. Just what does education mean in the first place? In other words, how can we tell when a person is really educated. Education has had different meanings and different standards at different times in the world's history. There was a time when a man was considered only really learned when he knew the entire scriptures by heart, though the same man undoubtedly, in fact, dogmatically, believed that the world was flat and that the heathen Chinese walked head downwards, undoubtedly as a punishment for his sins. There was a time when book learning of any kind was considered a disgrace. The modern theory of the real meaning of education, however, has been made the subject of a good deal of discussion and investigation, and gradually we are coming to evolve a definite philosophical standard of education. Professor Bode's book deals with all the fundamentals of education as exemplified in this philosophical meaning. He goes into the whys and wherefores of education from an ethical and a moral plane rather than a



psychological plane. Such subjects as education and democracy, the development of ideals, the importance of the process of thinking, and the means to develop efficiency of this process, and finally, the actual values of education in the practical life, constitute the chief basis of his philosophy of education. The chapters in the book are short, tersely written to the point and packed with good sound philosophy.

This is a distinctly unusual book for professional reading, and one that the professional teacher who is tired of monographs and special treatises, psychology and theories and methods and systems, will find very refreshing. To the Reviewer's mind, this is one of the two or three most distinctive books in professional reading that have appeared during the last year.

## More About Pensions

The following is a suggested table of rates (meaning per cent of salary) to be paid into the Hawaii Teachers' Retirement Salary Fund; and is based upon the age of the teacher:

Age		Age		Age		Age	
15		30		45		60	
16	1.75%	31	3%	46	4.25%	61	5%
17		32		47		62	
18		33		48		63	
19	2%	34	3.25%	49	4.75%	64	4.75%
20		35		50		65	
21		36		51		66	
22	2.25%	37	3.50%	52	4.75%	67	4.50%
23		38		53		68	
24		39		54		69	
25	2.50%	40	3.75%	55	5%	70	4.25%
26		41		56		71	
27		42		57		72	
28	2.75%	43	4%	58	5.25%	73	4%
29		44		59		74	

The following table shows the accumulation necessary to provide an annuity of \$1 at a given age.

### RESERVE NECESSARY FOR \$1 ANNUITY

Difference between one year and the next

Age	Men	Women
55	\$11.915	\$13.296
56	11.615	12.985
57	11.312	12.671
58	11.005	12.352
59	10.696	12.030
60	10.384	11.705
61	10.070	11.377
62	9.754	11.046
63	9.438	10.714
64	9.121	10.381
65	8.804	10.046
66	8.488	9.711
67	8.173	9.376
68	7.859	9.042
69	7.548	8.709
70	7.239	8.378

The same table applies to disability except that 50% of the accumulation of money paid in by the Territory for that teacher shall be retained in the fund.

*How It Happened.*—A philanthropist has given this version by an East-end child of the story of Eden. She was sitting with other children on the curb outside a public house in Shoreditch, and her version of the story proceeded:

"Eve ses: 'Adam, 'ave a bite?' 'No,' ses Adam, 'I don't want a bite!' 'Garn!' ses Eve; 'go non, 'ave a bite!' 'I don't want a bite!' ses Adam."

The child repeated this dialog, her voice rising to a shrill shriek. "An' then Adam took a bite," she finished up. "An' the flamin' angel come along with 'is sword, an' 'e ses to 'em both: 'Nah, then—ahtside!' "—Evening News (London).

## HOME ECONOMICS INSTRUCTION CONGRESS TO MEET IN FRANCE.

The third International Congress of Home Economics Instruction will meet in Paris, France, about the middle of April, 1922, and will be attended by delegates from all over Europe and, it is hoped, by a good representation of American home economics workers. The Congress has been called by the International Federation of Home Economics Instruction which has its headquarters at Fribourg, Switzerland, with Monsieur Leon Genoux as director.

Peru is looking for 25 American educators, men and women, and is prepared to pay salaries from \$3000 to \$6000, according to word received from the Peruvian government by Dr. William L. Ettinger, superintendent of schools of New York City.

## SCHOOL SUPPLIES

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# PRACTICAL AMERICANISM

By GEORGE S. RAYMOND, Principal Kapaa School

Americanism is the life story of a loyal citizen. The schools teach Americanism by biographies of great men and women and their distinguished deeds of service. This is to inculcate ideals of patriotism and national integrity. The schools, after all, have done all that can be reasonably expected of them when they sent forth students with fit ideals of public service and government; with the HABIT to practice only the best of such ideals.

The life story of Prince Kuhio Kalanianaʻole is an excellent example of practical Americanism. The Hawaiians loved their prince for they were always pleased with his leadership. Everybody respected him as a loyal citizen. He served faithfully the governments of Hawaii and of the United States. It would seem that such a life of public service should mean much to the school children of Hawaii.

Prince Kuhio sincerely served both his own people and the others here in the islands. He had, in this regard, a most trying position for he was forced to sympathize with the sons of Hawaii as well as to heed those who emigrated to the islands. The wishes and the ambitions of each were not, at all times, harmonious. The Prince, as the representative of the people, it is well to remember, was always fair, impartial, and broadminded. Above all he was honest and sincere. He loved his race and he was proud of the nation which had adopted him.

The Prince, as a young man, returned from schools in America and England to the court of the Hawaiian Kingdom. He was, at that time, in good health, ambitious, and, of course, of royal lineage. Little else did a young prince need.

The prospects of life in a happy kingdom, however, were not to be his. He saw vanishing whatever hopes he may have had to serve his people. Whatever plans he may have had for the brilliant future of Hawaii he soon must have realized were not to be found about the court of the Hawaiian Kingdom. The unsettled and troublous times of the early "90's" in Hawaii taught him that the days of the monarchy were to be few. His opportunity for leadership in the Island Kingdom became, day by day, more distant and more impossible. The light of the kingdom was becoming dim against the glare of commercialism.

The mere handful of royal members and their followers were no force to check the inevitable fall. The prince was thrown into prison. His kingdom was gone. His life was in jeopardy. A royal prince stripped of land, title and power. Such circumstances, historians record, individuals condone as expedient, and nations refer to as diplomacy.

Kalanianaʻole, with the change in government in the Hawaiian Islands, became a citizen of a new nation. He struggled for leadership after the downfall of the Hawaiian monarchy. He became again a leader and let it be known that he never allowed his past royal losses to overshadow his present democratic duties.

Kalanianaʻole sought and obtained the highest public office which is the gift of the people in Hawaii. He became delegate to the greatest legislative body in history—the democratic Congress of the United States of America. He was elected again and again and held office for twenty years. He was both the leader of his people and all others of Hawaii.

The form of government in America allows frequent and periodic revolutions. The fight is in the election. The battleground is the voting booth and the ammunition the ballot. The casualties, those who are found in political defeat. The losing party is without power, temporarily, and many times the members are permanently. This is representative democracy.

Kalanianaʻole served faithfully his followers in many battles to come out victorious for their party. He suffered the abuses of candidates to office and, unfortunately, during much of the time he served in office he was the target for political calumny. He silently carried these wounds, as those, who act honestly, faithfully, and courageously are compelled to do in American political life. There was no one in all Hawaii who had more reason to complain of public treatment and did less complaining than Kalanianaʻole.

There are few men who know more of the making of government than did Kalanianaʻole. No other in Hawaii has ever equalled his experience in the assemblies of national legislature. It will be trying for others to emulate his rendering of public service.

There is no record in history where any other member of a royal family has been elected to the United States Congress. Seldom do those deposed of titles and of office in royalty rise again in the leadership of a new people and a new government.

Kalanianaʻole did not quit his people when he was worn out on the battlefield. He saw in legislation what seemed a vision of opportunity for his fast declining race. He must have hoped and he must have prayed that the Homes Act would aid some of the once great race of Polynesia. He was about to see an attempt to make the act effective. All concerned with it desired his aid and his support for success. The influence and the services of Kalanianaʻole would be the keystone to the scheme of rehabilitation. Again would he be expected to lead and to be the prophet of his own people.

The Americanism of Kalanianaʻole will appear more in the years to come than it now does to us. We have been too close to him to observe all that his great service means. There are features of his life work which the young citizens in the schools can well afford to learn about and should attempt to emulate.

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*Omaha Educator Elected.*—J. H. Beveridge, superintendent of schools of Omaha, Neb., was elected president of the Department of Superintendence of the National Education Association during its recent annual convention at Chicago.



## Text of the California Language School Law

Assembly Bill No. 836.

### CHAPTER 683.

*An act to add a new section to the Political Code to be numbered one thousand five hundred thirty-four, relating to the government of private schools conducted wholly or in part in a language of a foreign nation.*  
(Approved June 3, 1921.)

*The people of the State of California do enact as follows:*

SECTION 1. A new section to be numbered one thousand five hundred thirty-four is hereby added to the Political Code to read as follows:

1534. *First*—No person shall conduct or teach in a private school, conducted wholly or in part in a language of a foreign nation in this state unless and until he shall have first applied to and obtained a permit so to do from the superintendent of public instruction or deputy appointed by the superintendent for such purposes. This shall also be construed to include persons exercising or performing administrative powers in any such school.

*Second*—No permit to teach in a private school, conducted wholly or in part in a language of a foreign nation, shall be granted unless and until the superintendent of public instruction or deputy is satisfied that the applicant for the same is possessed of knowledge of American history and institutions and knows how to read, write and speak the English language; *provided, however,* that the provision concerning knowledge of the English language shall be liberally construed up to the first of July, 1923.

*Third*—Before issuing a permit to conduct or teach in such private school, conducted wholly or in part in a language of a foreign nation, the superintendent of public instruction or authorized deputy shall require the applicant for such permit to file an affidavit pledging himself, after being granted a permit to conduct or teach in such school, to abide by and observe the terms of this law and the regulations and orders of the superintendent of public instruction and will, to the best of his ability, so direct the minds and studies of pupils in said private schools, conducted wholly or in part in a language of a foreign nation, as will tend to make them good and loyal American citizens, and will not instruct or permit said pupils to receive instruction in said school in any way inconsistent therewith.

*Fourth*—No private school, conducted wholly or in part in a language of a foreign nation, shall be conducted in the morning before the school hours of the public schools or during the hours while the public schools are in session, nor shall any pupil attend a private school, conducted wholly or in part in a language of a foreign nation, for more than one hour each day nor exceeding six hours in any one week nor exceeding thirty-eight weeks in any school year; *and provided, however,* that any pupil over the age of seventeen years, who is not required to attend the public or high

schools, shall be exempt from the provisions of this act.

*Fifth*—The superintendent of public instruction shall have full power from time to time to approve the course of study and the textbook to be used in any private school, conducted wholly or in part in a language of a foreign nation and no other course of instruction or textbooks shall be used in such schools except the ones approved by the said superintendent of public instruction.

*Sixth*—The superintendent of public instruction or his authorized deputy shall have power to visit and inspect any private school, conducted wholly or in part in a language of a foreign nation, at any time. Should he find through inspection or other information that the teacher or teachers in such schools are not conducting said school in harmony with the agreements provided for in this section, he shall have power to revoke any permit to such teacher and to discontinue such school until such time as satisfactory teachers may be secured.

*Seventh*—Any person who shall conduct or teach in a private school, conducted wholly or in part in a language of a foreign nation, contrary to the provisions of his agreement as specified in this act shall be guilty of a misdemeanor and on conviction thereof punished by a fine not less than twenty-five dollars, which fine shall be paid into the unapportioned county school fund of the county in which the school has been conducted.

*Eighth*—The superintendent of public instruction shall have power to appoint any county, city or city and county superintendent of schools as his deputy to act in investigating such private schools, conducted wholly or in part in a language of a foreign nation, as are located in this county, city, or city and county, under the jurisdiction of such superintendent and it is hereby made his duty to act without pay in investigating such private schools, conducted wholly or in part in a language of a foreign nation, under the instruction of the superintendent of public instruction.

*Ninth*—Persons receiving the permits to teach in private schools conducted wholly or in part in a language of a foreign nation, shall pay to the superintendent of public instruction two dollars. Said fee shall be paid into the traveling and contingent fund of the superintendent of public instruction to aid in meeting the expenses of the issuance of such certificates.

## NOTICE NORMAL GRADUATES

The third edition of the Normal Cadet will be published in May. Help the school by subscribing NOW. The magazine is \$.75 per copy. Send in your subscriptions now to:

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# COURSE OF STUDY

READING: PRIMARY GRADES.

## RECEIVING GRADE

In some schools where it is impossible to obtain a kindergarten teacher, as recommended, the committee recommends that pupils who know no English and are entirely unfitted for First Grade Work be placed in the Receiving Grade until such time as they are able to do First Grade Work.

It is recommended that the work done in this room be left to the discretion of principals and teachers.

The committee wishes to recommend strongly that no reading be attempted, teach a working knowledge of the English language so as to build a foundation for the work of the First Grade.

### AIM:

- Let the child express what he already knows.
- Develop new thoughts to express.
- Counteract bad habits of speech.
- Give the child proper standards of expression.

### LESSONS:

- Conversation.
- Guessing Games.
- Sense Training Games.
- Reproduction of Stories.
- Dramatization.
- Memorizing of *Mother Goose Rhymes, Poems.*
- Picture Study.
- Games for correction of errors.
- Nature Study.

### SUGGESTIONS:

- Conversation based on
  - The Family: What father does for us.
- Duty:
  - What mother does for us.
  - (Bathing, care of teeth, etc.)
- Obedience:
  - What we do for father.
- Kindness:
  - What we do for the baby.
  - What we do for (brothers and sisters).
- The Home:
  - Kinds of work.
  - Care of yard.
  - How we treat visitors (politeness).
  - Toys.
  - Games.
  - Our Pets.
  - Our Ford.
  - Our Clothing.

### GUESSING GAMES:

Use very familiar objects to begin.

### SENSE TRAINING GAMES:

Example:

One pupil does one or more things.

Another says—You went to the teacher's desk and picked up a book. You put the book on the chair and then you ran back to your seat.

### STORY WORK:

Use repetition stories.

Example:

The Old Woman and Her Pig.

## DRAMATIZATION:

Use all that can be worked out.

Dramatize rhymes.

Jack and Jill.

The Old Woman in the Shoe.

## MEMORY WORK:

Memorize—Mother Goose Rhymes, simple poems, songs—Do a great deal.

## PICTURE STUDY:

Study lists given.

Use pictures which appeal to interests of child at this age.

## NATURE STUDY:

Begin with things at hand.

## MATERIALS:

Paper cutting, pasting, real objects, board.

Insist Upon the Building of a Vocabulary.

## First Grade.

Basal Readers—Young and Field. Book I.

Note: Educational experience has shown that the best results in reading can be secured only through the use of a phonetic method during the first three years.

Use Beacon Chart and Beacon Phonetic Chart. The Beacon method.

Supplementary Readers:

1. Free and Treadwell, Primer—Row.
2. Hawaiian Primer—Department of Public Instruction.
3. Story Hour Reader, Primer—American Book Co.
4. Hawaiian Lore, Legends, Nature Topics and Industries—For references for No. 5 see Hawaii's Young People.
- Miss Coan's Schedule, Legends of Wailuku, by Miss C. Hapai.
- Miss E. A. Pomeroy's Legend of Pele.
- Westervelt's Legend of the Volcano and other sources.
5. The Holbrook Reader for Primary Grades.

## COURSE BY MONTHS.

### FIRST MONTH:

Beacon Reading Chart through page 7.

Teach by the word-and-sentence method, using the blackboard freely for script forms. If script only is used at the outset the work from the chart should be placed on the board.

## READING: FIRST GRADE.

Beacon Phonetic Chart through page 2.

Follow directions given in "The Beacon Method," using the blackboard and drill cards until the teaching of print is begun.

Teach nursery rhymes in Young and Field.



**SECOND MONTH:**

Beacon Reading Chart through page 15.

Children should learn now both the script and the printed forms, unless only the print has been used from the beginning.

Tell the story of Mother Goose as a preparation for Young and Field, Book I. See Young and Field Manual and read especially the introduction.

Beacon Phonetic Chart through page 6.

Young and Field word study.

**THIRD MONTH:**

Beacon Reading Chart completed and reviewed.

Insist on free expression when reading.

Beacon Phonetic Chart through page 12.

In review many words should be given without the audible blending.

Young and Field. Follow manual outline to page 37.

**FOURTH MONTH:**

Young and Field. Follow manual page 37 to page 58.

Young and Field Primer to page 26.

Drill daily with the perception cards and be content only with a smooth rendering of the sentence, as children read from the primer text.

Begin the phonic drills on page 153, Young and Field, and work for rapid recognition.

**FIFTH MONTH:**

Young and Field Primer through page 36.

Allow one child to read an entire lesson for training in "carrying the thread of the story."

Beacon Phonetic Chart through page 18.

**SIXTH MONTH:**

Young and Field. Read through page 60.

Continue practice on word drills and insist upon good expression in reading.

Beacon Phonetic Chart as outlined on page 19 and taught on pages 60, 66, 77, 84 and 85 of the Beacon Primer. Time spent on these phonetic drills will yield large returns later.

**SEVENTH MONTH:**

Young and Field through page 82.

The Young and Field word charts and the word group cards will prove helpful in fixing the sight word vocabulary of this reader.

Beacon Phonetic Chart completed and reviewed.

Review the words found on pages 153 to 155, inclusive, in Young and Field, Book I.

**EIGHTH MONTH:**

Young and Field, Book I, through page 111.

For word drills, continue in this reader pages 156, 157. From this point the reading lessons will move along easily and with pleasure. Give phonetic drills on the lists of words found at the back of this reader. Children should now pronounce twenty or thirty words per minute.

A supplementary reader should be introduced.

**NINTH MONTH:**

Young and Field, Book I, completed, including the word lists in the back of the book. Page 160 is for sight word drills.

A little time each day should be given to the rapid pronunciation of words in drill tables. But little audible blending should now be necessary. Encourage the

children to think the blends and then pronounce the words.

Supplementary Reading.

**MATERIALS.**

The materials used to aid the teaching of reading should be such to stimulate and put in operation the child's initiative in the expression of thought.

The aim of primary reading is to learn to express the printed page; to learn the mechanics of reading; to express thought and to arouse interest and pleasure in reading.

The following list is suggestive; songs, occupations of home and neighborhood, pictures, nature study, rhymes, finger plays, blackboards, dramatization, perception or flash cards, drawings and objects.

**LESSON PROCEDURES.**

1. Study lessons with the teacher in class time.
2. Seat work based upon the story previously read with the teacher.
3. Silent reading based upon the familiar vocabulary of the text, changing the order of the sentences.
4. Oral and dramatic reading; reading and playing the story.
5. Oral reading to increase ease and fluency; review of old material arranged around some interesting center, as Kitty Stories, Bird Stories, and Fairy Tales.

(Continued on Page 14)



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Honolulu Star-Bulletin, Ltd., Publishers.

Honolulu, T. H.

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## SCHOOL CALENDAR

1921-22

First Term:	Sept. 12 to Dec. 16, 1921.....	14 weeks
Second Term:	Jan. 3 to March 31, 1922.....	13 weeks
Third Term:	April 10 to June 23, 1922.....	11 weeks

## RURAL EDUCATION

(Abstract of Report of Committee on Resolutions  
Adopted at N. E. A., Chicago Meeting,  
March 2, 1922.)

Whereas, we believe that a stable prosperous nation is dependent upon a stable, prosperous and happy farm population, and that such a farm population can continue to exist only when adequate educational facilities are furnished to rural children, we your committee recommend the following as means to this desirable end:

1. That the State and county educational forces shall be entirely divorced from all political party affiliation and control, and that educational leaders shall be chosen, paid and retained in office only according to their educational merit; that the educational forces shall recognize it as their civic duty to educate the public to favorable consideration of this sane and business-like policy.

2. (a) That all of our educational institutions, more particularly our teachers' colleges, shall recognize it as their immediate duty to inspire, and train rural leaders to serve as principals of consolidated rural schools and county teacher-training classes; as industrial club leaders, county superintendents and supervisors of rural schools, and the like, for which virile, inspired and well equipped persons are needed; further, that such educational institutions shall recognize it as their duty to educate the rural public to demand trained leaders only.

(b) The safety of society demands a new kind of rural school suited to the preparation of rural people

for the new world situation. The present supply of prepared teachers in no sense equals the demand which should be made by rural people. We believe that normal schools and other teacher preparing institutions should immediately recognize their obligation—first, to train teachers for rural schools, and second, to create among rural people an ever increasing demand for prepared teachers. Normal schools have done much in recent years to recognize their obligation to the rural people but only a beginning has been made. To satisfy the real need at least one-half of all students in attendance at normal schools should be preparing to teach in rural communities. All educational authorities, especially those preparing teachers owe it to the public to emphasize to prospective and active teachers the opportunities for public service rather than the opportunities for the individual which the profession of teaching offers.

3. That the office of County Superintendent of Schools be recognized as the key to rural educational efficiency. To this end that office should be endowed by law with those possibilities, powers, responsibilities and rewards which will challenge the best talent in the State and the Nation to aspire to, prepare for, enter and continue in the office of county superintendent of schools. That men of ability leave educational work for the law, medicine, politics or business because they are socially more respected or financially more profitable is ample proof of an unawakened public consciousness of the supreme importance of education and the relation of wise leadership to it. We must make educational leadership so attractive and so highly respected by those engaged in it that public shock if not reproach will attend the departure of a school man from his work for some other business or profession.

4. It is the sense of this body that the one-teacher school as at present organized has outlived its usefulness. The economic, social and educational situation in which it had its origin has passed. A new national and world order is upon us. Our farm people must understand many new sciences, labor with intricate scientific machinery and cooperate with economic agencies for the production and distribution of agricultural specialties. They are now a part of a much larger social and economic unit than they were in pioneer days and must be educated for the new order of things. The present one-teacher school is incapable of satisfying this new demand.

We therefore recommend that every State enter enthusiastically into two campaigns for the improvement of rural schools.

First—to eliminate as many one-teacher schools as possible through consolidation.

Second—to simplify the course of study for the one-room school and to develop a class room technique suited to it. To this end each State should conduct scientific experiments to develop a technique and management such that a superior teacher may be able to accomplish fairly satisfactory results in one-teacher schools where consolidation is impossible. The States should make it legally impossible for any but the most experienced and successful teachers to teach in one-room schools.

5. In this time of financial depression it is essential to public welfare and especially to rural progress that



there be no diminution of salaries for teachers. Teaching must be made and kept economically attractive if we are to secure and retain in the profession teachers of ability.

6. Units of taxation and administration are not yet ideal. We must continue to study these problems. Equality of child opportunity shall be the gauge by which all administration shall be tested. All of the units of government have their responsibility and must yield their contribution not only according to individual power but also according to general need.

7. Recent and reliable investigation has shown that technical supervision of rural schools may double the purchasing power of money invested in them. It is therefore the sense of your committee that professionally prepared sympathetic supervisors should be employed for the inspiration and assistance of all rural schools. The best returns upon the investment will be secured, if the supervisory load does not exceed forty teachers. Ideal conditions will demand still fewer teachers per supervisor.

That these resolutions may be most effective in securing the results indicated by them, we respectfully request that the Bureau of Education mail copies of these resolutions to all superintendents of schools, State and county, to all normal school presidents and others concerned.

Respectfully submitted,

W. S. DAKIN,  
KATHERINE M. COOK,  
CHARLES H. WATTS,  
GUY A. WALDRIP,  
H. W. FOGHT,  
M. S. PITTMAN, Chairman.

#### H. E. A. EDITORIAL BOARD

The president of the H. E. A. has appointed the following persons as members of an editorial board for the H. E. A.: P. H. Cooley, chairman, Mrs. Louise V. Boyum and Mr. E. V. Sayers. He has asked the other members of the Executive Committee of the H. E. A. to act as contributors. All articles or news items intended for publication should be sent to the President of the local Association or sent direct to Mr. Cooley, Lahiana, Maui.

Heads of committees and others interested in the work of the H. E. A. or any of its affiliated associations are requested to forward their contributions to the above officers.

#### AN INTERESTED TEACHER WRITES

I understand that according to the proposed pension law, a teacher who has taught thirty years, at least twenty of which have been here in the islands, is to be eligible to a pension.

Some of the Island teachers are objecting to allowing any time taught on the Mainland to count as part of the thirty years.

Is it not true that no teacher is as valuable during her first years of teaching, while she is learning by experience the many things a new teacher has to learn and can learn only by experience, as she is after that time?

If a Mainland teacher, with a good education comes to us with ten years or more of experience acquired in

good schools of recognized American standard, she is well equipped to give to the Territory the best service of her life. If she has taught for ten years, she is probably expecting to make teaching her life work, and has the good of her pupils at heart. Such teachers are in demand everywhere, and such teachers require and should be given every inducement to come to the Islands and remain as permanent teachers here.

With our large number of teachers trained in the Islands—and many of them are doing excellent work—we need a fair sprinkling of teachers trained on the Mainland.

It is far easier to get Mainland teachers who have just graduated from Normal School or College and who have had little or no experience in teaching, than to get those with good experience and ripe judgment and who are in demand at home; but it is the latter that are needed here; so let us give this class of teachers some pension encouragement.

Besides, the best pension laws on the Mainland allow for ten years or more of teaching in other states; so any of our teachers who go there to teach will have advantage of the very credit we propose to give here. We certainly desire our pension law to be on a par with the best in the land, and not conspicuous for narrow provincialism.

In 1921 children in the public schools of Rochester produced about \$32,000 worth of equipment for the board of education. It consisted largely of desks, chairs, tables and filing cabinets. All the work was done in regular class and was part of the course of instruction.

## DO YOUR WASHING BY MAIL

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## COURSE OF STUDY

(Continued from Page 11)

6. Lessons for quickening pace in reading familiar material:
  - (a) Use a review story. Teacher begins a sentence anywhere. Child who finds the place first, stands and reads.
  - (b) Time the children to see how far they can read in a given number of seconds.
  - (c) Time the children to see how long it takes to read a certain page.
  - (d) Book closed over the finger. At a given signal, open and read until the teacher says, "Close Books." Each child tries to tell what his eyes caught during the second.
  - (e) Use perception cards, phrase and sentence slips.
  - (f) Often two or more kinds will be used in the same recitation.

### READING—FIRST GRADE.

#### WORD STUDY. GENERAL SUGGESTIONS.

##### I. Word Drills.

Repetition of sight words selected from reading lessons. Phrase and sentence work to increase reading pace by training the eye.

Devices; blackboard, word cards, phrase and sentence slips.

Games; simple competitive tests and time tests.

##### II. Phonics.

*Aim:*

To train the children to *hear* sounds and to reproduce them accurately, to recognize them in written and printed words.

*Material:*

1. Review of sounds previously given. Fix the following: g, j, l, n, d, v, y, th, sh, wh, fl.
2. Phonograms—which grow out of reading lessons, as ed, at, ing, oy, ow, etc.

*Method:*

1. Ear and eye training.
2. Visualizing: cards, charts, blackboard lists.
3. Phonetic books made by the children; class held responsible for words.
4. Making lists independently.

##### III. Drills for Speech Control.

1. Simple breathing exercises.
2. Practice in pronunciation of words, pausing slightly on syllables.
3. Practice in pronunciation, articulation, i, e, a, o, in, connecting with consonants.
4. Articulation of initial and final consonants, as p, t, d, b, s, m, n, g.
5. Jingles repeated to increase flexibility and strength of lips and tongue.
6. Rhythmical oral spelling.

7. Individual work to correct speech defects, and words commonly mispronounced.
8. Use lively, interesting games.

#### IV. Spelling.

1. Word Study: Phonetic and other groupings, as suggested by the reading materials and other studies:

(a) Drills for rapid recognition of words, phrases, sentences by use of perception cards, blackboard and books.

(b) Lists made by children, copied and illustrated; at first from models, then, independently.

2. Sight Spelling: Two words, increasing to four. Present each word upon the blackboard. Sharp visualization with keen concentration on part of the children. Erase. Children write word at blackboard. Errors corrected by presentation of correct form again. Test by recall at seats.

3. Dictated: Review words presented in study spelling in the following ways: Recall the difficult word of yesterday, give weekly and monthly reviews of the list given; study of the entire list of words, and dictate. Test by recall at seats, recording in spelling booklet.

4. Oral: Rhythmical work, chiefly based upon phonetics. Name the words, sound the elements. Emphasize rapid mechanical drill around the class. Secure automatic response by securing coordination of eye, ear and voice.

5. Dictionary Making: Word collections made according to various criteria; phonetic, alphabetical, and other groupings. Spelling booklets made monthly. A list of about 125 words may be entered alphabetically in a book as each word is presented during the year, or a printed dictionary containing the entire list may be given each child in April as a summary of the words given throughout the year.

#### SUGGESTIONS FOR READING—SEATWORK.

##### I. Form.

1. Illustrate handwork whenever the occasion offers fruitful results, e.g.
  - (a) Modeling—as squirrel.
  - (b) Cutting—Baby's playthings.
  - (c) Drawing—The Little Red Hen.
  - (d) Folding—Barn for the horse.
  - (e) Stick-laying — Forest and Home of Three Bears.
  - (f) Tablets—Chairs, trains.
  - (g) Rhythmical work with the units suggested by the lessons, using cuttings, drawing, sticks, tablets, and lentils.
2. Making pictures with lentils, corn or other seeds.
3. Cutting out pictures to illustrate words, as hat, dog, cat, apples.
4. Making words with corn, lentils or other seeds.
5. Making words and pictures with lentils, corn or other seeds.
6. Arranging word lists with small word cards from copy; later without copy.
7. Arranging word cards and card pictures.
8. Arranging sentences and phrases; illustrating from copy; later without copy.



9. Arranging dissected stories; sentences in order given, sentences in different order.
10. Making words, phrases, sentences, with letter cards.
11. Writing words, phrases, sentences from copy.
12. Illustrating words, phrases, story.
13. Making phonetic lists; from copy; later without copy.
14. Copying from print—words, phrases, sentences.
15. Finding phonograms in words; laying with letter cards the word and the phonograms.

## II. Thought—Content.

1. Illustrative hand work when it aids clarifying thought, or increases interest in reading material.
2. Find the sentence liked best. Use letter cards, write or illustrate.
3. Find a question in a story. Write it. Write another question like it.
4. Write the story or sentence about the picture.
5. Use letter cards, and make story about someone or something in the reading lesson.
6. Close the book. Write one thing you learned from the reading lesson.
7. Copy sentences chosen by the teacher and children from the lesson.
8. Copy the class story, occasionally, one sentence, or an elliptical sentence.

At the end of the year the children should be able to read with ease from any of the books listed for the First Grade; should be able to recognize the phonograms in common use; should be able to recognize the words of the vocabulary test singly and in sentences. Oral and written spelling of the phonetic families and the spelling vocabulary of one hundred twenty-five words should be accomplished with ease.

## Suggestive Reference Books for First Grade Teachers.

Reading, How to Teach it, Arnold—Silver, Burdett & Co.

See and Say, Arnold—Iroquois Pub. Co.

Story Hour Manual, Coe & Christie—American Book Co.

Blackboard Work in Reading, Finley—Chas. E. Merrill Co.

The Normal Child and Primary Education, Gesell—Ginn & Co.

Teaching Children to Read: Chapters II, III, IV, Klapper—D. Appleton & Co.

Manual Reading, Chapters I, II; Laing—D. C. Heath & Co.

Reading in Primary Grades, Jenkins—Houghton Mifflin Co.

Method in Primary Reading, McMurtry—The MacMillan Co.

## Suggestive School Library—First Grade.

Experience has proved conclusively that Mother Goose is the first great classic for children. Books for the First Grade should be based on Mother Goose.

Child Classics, Book I; G. Alexander—Bobbs, Merrill & Co.

Boy Blue and His Friends, Etta Blaisdell—Little Brown & Co.

Little Black Sambo, Edith Bannerman—F. A. Stokes Co.

A Little Book of Well-Known Toys, Jenness Branden—Rand, McNally Co.

Bow-Wow and Mew-Mew, D. M. Craik—A. Flanagan Co.

Child-Lore Dramatic Reader, Katherine Bryce—Newson & Co.

Busy Brownies at Work, Busy Brownies at Play; Davison & Bryce—Newson & Co.

Elson-Runkel Primer, Elson-Runkel—Scott, Foresman Co.

Work That Is Play, Elizabeth Garner—A. Flanagan Co.

Art Literature Primer, First Reader, Overall Boys, Folklore; Eulalie O. Grover — Atkinson, Mentzer & Grover Co.

First Journeys in Numberland, Harris and Waldo—Scott, Foresman Co.

Little Red Riding Hood and Other Stories, Andrew Lang—Ginn & Co.

Mother Goose Reader, Michens & Robinson—Silver, Burdett Co.

Peter Rabbit, Squirrel Nutkin; Betrix Potter — F. Warne & Co.

Six Nursery Classics, M. V. O'Shea—D. C. Heath & Co.

Little Rhymes for Little Readers, Wilhelmina Seigmiller—Rand, McNally Co.

Pussy Tippy Toes Family, F. P. Sanford—E. P. Dutton Co.

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Wide-Awake Primer and First Reader, Children's Classics in Dramatic Form, Book I; Augusta Stevenson—Little Brown Co.

Book of Nursery Rhymes, Charles Welsh — D. C. Heath & Co.

The Children's First Story Book, May H. Wood—American Book Co.

When Molly Was Six, Mary D. White—Houghton Mifflin Co.

Pinafore Palace, Wiggin and Smith—Doubleday, Page & Co.

### POEMS—LITERATURE

#### September:

##### Nursery Rhymes:

Jack and Jill.

Mistress Mary.

Jack Be Nimble.

Simple Simon.

This Little Pig.

Jack Horner.

Pussy Cat.

Hey, Diddle, Diddle.

Little Boy Blue.

Welsh—Rhymes and Stories: Lansing Jingle Primer. Fingerplays:

The Family—Emilie Poulsson.

(a) Mix a Pan Cake—Reading Literature II, page 52.

(b) What is Pink?—Reading Literature II, page 68.

Which Loved Best—Allison Elson Reader III, page 93.

#### October:

Stevenson—Child's Garden of Verses, page 16. Art Literature Reader II, page 13.

My Shadow—(Memorize one stanza).

Stevenson—Child's Garden of Verses, page 44. Art Literature Reader II, page 14. Poems Every Child Should Know, page 9.

The Baby: McDonald, Stepping Stones I, page 125.

Come Little Leaves: Art Literature II, page 68. Gaynor Song Book. Aldine First Reader, page 29.

#### November:

Leaves at Play: F. D. Sherman—Little Folks Lyrics, page 81. Nature Reader II, Wilson, page 80.

Finger Plays: The Squirrels, page 45. The Miller, Poulsson, page 65.

Thanksgiving Prayer: Child's World, Poulsson, page 97.

#### December:

Twinkle, Twinkle, Little Star; Jane Taylor. Art Literature Primer, page 105. Poems Every Child Should Know, page 6. Why Do Bells Ring? Eugene Field. Art Literature Reader III, page 24. Kris Kringle, T. B. Aldrich. A Humming Top: Eugene Field Reader, page 32.

#### January:

Snow Flakes: Lucy Larcom. Nature Reader I, Wilson, page 97. Lady Moon: Lord Houghton. Stepping Stones II, page 84. Sleep, Baby, Sleep: From the German. Nature Readers II, Wilson, page 98. Art Literature I, page 88.

#### February:

Marching Song: Stevenson. Child's Garden of Verses, page 50. The Cow: Stevenson. Child's Gar-

den of Verves, page 52. Art Literature Reader II, page 18. Making Butter: Finger Play. E. Poulsson, page 73. America (first stanza): Stepping Stones II, page 90.

#### March:

The Wind: Stevenson. Child's Garden of Verses, page 56. Who Has Seen the Wind? Rosetti. Sun and Rain, Rosetti. Blow, Wind, Blow. Nursery Rhymes: Welsh, page 97. A Tiny Seed: Kate L. Brown. Stepping Stones III, page 62. Little White Lily: McDonald, Nature Reader I, page 209. Who Likes the Rain? Bates. Poems Every Child Should Know. Vol. I, page 10. Children's First Book of Poetry, Baker, page 65.

#### April:

The Dandelion, Poulsson, Child's World, page 69. What Does Little Birdie Say? Tennyson, Stepping Stones I, page 127. Art Literature Reader, Book I, page 74. Over in the Meadow, Olive Wadsworth, Story Hour Reader I, page 61. Child Life in Poetry, Whittier, Nature Study, I, page 177. What Brown Bussy Saw, Kate L. Brown, Elson-Runkle Primer. The Chickens, Holten-Curry Second Reader, page 29. Apple Blossoms, K. L. Brown.

#### May:

Good Morrow, Pretty Rosebush, Dodge, Stepping Stones, I, page 106. The Swing, Stevenson, Child's Garden of Verses, page 70. Daisies, Sherman, Nature Reader, I, Wilson, page 92. Richmond Second Reader, page 24. Sherman, Little Folks by Lyrics, page 19.

#### June:

Only One Mother, Stepping Stones, I, page 105. Boats Sail on the River, Rosetti, Reading Literature II, page 73. A Little Boy's Walk, Finger Plays, Poulsson, page 29. At the Seaside, Stevenson, Child's Garden of Verses, page 19.

### SELECTIONS FOR MEMORIZING.

#### 1. Nursery Rhymes:

Jack and Jill.

Mistress Mary.

Jack Horner.

Simple Simon.

Blow, Wind, Blow.

Pussy Cat.

#### 2. Rosetti's Sing Song:

Boat's Sail on the River.

Mix a Pancake.

Who Has Seen the Wind?

Sun and Rain.

#### 3. The Swing.

#### 4. Sleep, Baby, Sleep.

#### 5. Bed in Summer.

#### 6. Marching Song.

#### 7. Over in the Meadow.

#### 8. Come, Little Leaves.

#### 9. A Tiny Seed.

#### 10. Only One Mother.

#### 11. Leaves at Play.

#### 12. A Humming Top.

#### 13. What Does Little Birdie Say?

#### 14. Good Morrow, Pretty Rosebush.



All First Grade classes will be held responsible six of the above poems, not including "Nursery Rhymes." An average of one poem a month for memorizing is the maximum requirement. At the end of the year each child should be able to recite three poems.

#### STANDARDS FOR PUPILS FOR READING.

Good oral reading requires:

1. A pleasant voice.
2. Unconstrained manner.
3. Natural expression.
4. Forgetfulness of self.

#### Rules to Follow:

1. Stand erect with chests raised, when you are to read aloud.

2. Hold your book in your left hand, as far from the eyes as you can see easily, and low enough not to hide the mouth.

3. Be sure to have a full breath before reading.

4. Read loudly enough to be heard easily by all those who are listening to you.

5. Read slowly enough so that each word may be heard distinctly.

6. Your reading is good when everyone without looking on the book understands and enjoys what you read.

7. Breathing exercises are an aid, as correct breathing enables pupil to read phrases and clauses through to the end with smoothness and ease.

8. Open the mouth well when reading. The voice needs to be carried forward; instead of being forced backward and lost behind closed teeth and lips.

#### Reference:

Methods of Teaching Primary Methods, Vol. I. Published by Interstate School of Correspondence, Chicago, Ill.

#### HOME READING.

It is an undisputed fact that children need to be taught to read by extensive practise in reading, and this practise should be given extensively through the silent reading.

Owing to the cooperation of our Public Libraries with the public schools it is possible for every school in the Territory to obtain a circulating library and make use of it to extend the reading.

The list of books recommended throughout the course of outside reading may be obtained at any time by complying with certain conditions entirely within the reach of every school in the Territory.

Teachers will find upon studying the lists that the books are all those which will help the children to broaden their experiences, will give them pleasure, such as they cannot obtain from any other source, and as a result give a broader vision to each child, increasing his vocabulary, and developing a growing taste for good literature.

Bear in mind that education does not consist wholly of memorizing abstract facts. The best way to learn of the distant world is to travel through it; since this is a physical impossibility for many, the experience must be gained through the imagination and by observing through the eyes of others. We must participate in industry, in commerce, in war, in religion, in civic adjustment largely through reading.

Geographical readings should enable them to travel in spirit with Livingston, Stanley and Roosevelt into the heart of Africa, with Peary to the North Pole, and so on omitting no region in the world in order to understand conditions as they exist. These experiences then become vital experiences of the child and so are not so easily forgotten as abstract facts merely learned from a geography book.

Historical reading in the same way enables the child to enter into the experiences of our own people and others during the past. Historical reading helps to develop an understanding of the present day problems, develops sympathy and an appreciation in this age of world growing democracy. There is a great need for our pupils through their reading to enter into the experimental past of Mexico, Canada, Brazil, Argentine, Chile, and the other South and Central American regions, Australia, New Zealand, China, Japan, India, Russia, Turkey, the Balkan States and various regions of Africa. These readings must not be dull, must not consist of things that are to be learned in detail, recited upon, and subject to examination.

Many types of reading are necessary to enable us to-day to perform our various civic functions. As we live in a complicated world of agriculture, manufacture, commerce, mining, and all these need economic adjustment, the schools should to a large extent take care of this matter.

The home reading should also present a wide and full revelation of human nature under all sorts of conditions.

Although a certain amount of reading is recommended for each year, it may not be possible to hold to the definite assignment in all schools.

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Encourage the home reading by giving credit for each book after the teacher has satisfied herself that the reading has actually been accomplished.

In order to keep an accurate account of the reading of each child, it is suggested that reading cards be kept on file for each child. This will encourage the children and avoid repetition.

### READING CONFERENCES.

In order to make this reading more vital and yet not subject it to examinations, it is recommended that the pupils above the fifth grade have conferences with a teacher after reading a book. Then if the reading is satisfactory, the entry is made upon his reading card and credit given. If each teacher in a school is responsible for three books a term, all pupils reading those books will report to those teachers, regardless of grade. This is an advantage in other ways, as it brings the teachers into closer touch with all the teachers in the school. The outline below is suggestive for teachers to follow in their conferences.

### BOOK REVIEWS.

#### OUTLINE FOR BEGINNERS.

- (1) Title. Author. Publisher.
- (2) Classify the book as:
  - Novel.
  - Story of Adventure.
- (3) Characterize it as:
  1. Humorous.
  2. Pathetic.
  3. Thrilling.
  4. Dry.
- (4) Name the chief characters—not more than five, giving most prominent characteristics of each.
- (5) Where is the scene laid? In what period of time?
- (6) Relate the incident you like best, or describe the most vivid scene in the book.
- (7) Would you recommend the book to others — why?

#### OUTLINE FOR ADVANCED STUDENTS.

- (1) Classify the book.
- (2) Title in full, author, publisher, and price if possible.
- (3) Give a brief account, setting and characterization, of the subject matter, not an abstract, but the general trend of the book; no more than a paragraph.
- (4) Discuss the author's purpose and treatment of the subject. What did the author set out to do? Did he succeed?
- (5) Give your own personal comment and criticism; the reaction of the book upon yourself.
- (6) Give an estimate of the value of the book.

A report recently made by Superintendent Ettinger shows there is at present a total of 114,047 part-time pupils in New York City.

Nearly 2000 pupils marched out of a Brooklyn public school in 2½ minutes, when smoke, arising from defective wiring, caused a fire alarm recently.

## NEW COURSE OF STUDY

(Continued from March Issue)

as subjects: John <i>went</i>		
to sleep	to the show	in search of the
to church	to the funeral	over the bridge
		lamp
to school	to the gold mines	on a hunting trip
to Honolulu	to fight for his	off with my money
	country	ey
to Japan	to the park	on a visit to his
		cousin
upstairs	to the fair	on a long journey
slowly	to the country	on a picnic
at full speed	to the city	along the road
to war	to the farm	on the train
mad, crazy	to the woods	into my pocket
astray	to a foreign	on the stage
	country	
to town	to school	as far as
long ago	to the post office	under the bridge
alone	to his room	up the mountain
abroad	to the poorhouse	in an automobile
out of doors	to another island	in a rowboat, canoe, etc.
home	to the mainland	through the woods
	to the barn	in the elevator
	to the pasture	for a ride
	to the store	over the hill
	to study medicine	make his fortune
	to study law	to search for
	to visit his friend	
	to work in the mill	
	to ring the bell	

Use also the tense forms of the present, present progressive, past, progressive and perfect.

He *sits*

at breakfast	alone
on the fence	by the roadside
still	in silence
on his horse like a soldier	in his seat when the bell rang
without moving	beside the brook
in front of me	on the dunce stool
in the front row	up late
under the tree	out in the sun
out on the porch	on the end of a log
on a bench	in the shade of the maple tree
on the grass	in the rocking chair
in the hammock	waiting in the car
for the artist	on the floor
on the damp ground	on the eggs while the mother bird took an airing
with me	on his throne
in the back seat	through the speech
in a crotch of the tree	by the fire
in his arm chair	with his arms folded behind him



He sat  
up straight  
quietly in his place at the table  
down and cried  
down when he was tired  
on a cushion  
on the bank of the river

up when the teacher entered the room  
upon the nest in the hay  
combing his hair  
kicking and screaming  
on his mother's lap  
on the top step  
on the edge of the bed

He rode  
on a horse  
in an automobile  
in a street car  
in a train  
a bicycle  
a horse, white, beautiful  
a wave  
on his father's shoulders  
in front of us

in a carriage  
in an airship  
along the beach  
over the hills  
over the town  
through the air  
on a gander  
through the town  
by the bank of the river

in a boat  
through the woods  
along with me  
over the bridge  
a long way  
to town  
through the streets  
behind us  
with us  
through the fields  
too fast  
too hard  
too far  
rapidly  
rapidly  
slowly  
carefully  
idioms

He is running  
after the dog  
into the rock  
over the child  
along the road  
down the street  
past the church  
by our house  
away from his mother  
away with the bone  
to the sea  
through the field  
along the ditch  
for the doctor  
under the house

swiftly  
slowly  
smoothly  
fast  
rapidly  
carelessly  
carefully

in debt  
mad  
the engine  
a store  
a risk  
a chance  
wild  
to seed  
color ran  
a line  
down (clock)  
out his tongue  
a thorn into his toe

He was getting  
wet  
tired  
angry  
scared  
worried  
sleepy  
ready  
risk  
poor  
fat  
thin  
tall  
red

his lesson  
his books  
his money  
his automobile  
his breakfast  
his lunch  
a hat  
some shoes  
some guavas  
a chance to play  
some work  
the game

When you see any creature abused, you should earnestly, but kindly, protest against such abuse.

## It Answers the Child's "Why?"

# Geography for Beginners

By Edith P. Shepherd, Principal of Warren and Avalon Park Schools, Chicago.

Here is a book that answers in the happiest way the child's persistent "Why?" about the world he lives in.

First, there are pictures, interesting pictures, on almost every page. Second, the world described is the world as the child sees it. Like the quest of the "Elephant's Child," it begins and ends at home—in the bird's nest, the rabbit's burrow, or the house in which he himself lives.

But it takes the little reader on imaginative flights: "Think of what an interesting story the boards of your house might tell if they could talk!" From the building of the house to its lighting, from shelter to clothing, to food, are steps that lead far afield over our country and into foreign lands.

*Geography for Beginners* is a child's approach to human geography, the newest branch of Social Science which relates man to the earth, its life, its resources, and its peoples. It is made to precede any basic elementary geography.

The child who rejoices in the *Just So Stories* will rejoice in this new geography made especially for him.

**Rand McNally & Company**  
Chicago New York



## ANIMAL STORIES

A Suggestive List for Children's Reading Compiled  
by Miss Mary Lawrence.

Carter.....	Stories of Brave Dogs
Craik.....	So-Fat and Mew-mew
Eddy.....	Friends and Helpers
Gask.....	In Nature's School
Jackson.....	Cat Stories
Hawkes.....	Shaggycoat
Kipling.....	Jungle Book
Lagerlöf.....	Wonderful Adventures of Nils
Pierson.....	Among the Farmyard People
Saunders.....	Beautiful Joe
Segur.....	Story of a Donkey
Sewell.....	Black Beauty

## For Older Children.

Atkinson.....	Poilu
Bostock.....	Training of Wild Animals
Caldwell.....	Wolf the Storm Leader
Lang.....	Animal Story Book
Miller.....	True Bear Stories
Olivant.....	Bob Son of Battle
Roberts.....	Kings in Exile
Saunders.....	Wandering Dog
Seton.....	Lives of the Hunted
Darling.....	Baldy of Nome

## Poor Little Fish.

Little fishes that are kept in globes or glass aquariums are made to suffer very much.

As fishes are born to live in the water, they are carefully fitted to dwell happily there. No matter how dull a creature may seem when taken from its proper surroundings, it was made to feel joy and delight in the place where it was intended to live.

They look very miserable when cooped up in glass tanks or prisons of any sort, for they are, above all other creatures, dependent on freedom for their happiness. Their eyes cannot bear a glare of light, being fitted to receive it from above them, not on all sides.

Fishes need quiet, for they do not sleep, at least so it is supposed; and therefore they require to withdraw into some hidden lonely nook for repose whenever they like. Half the poor little goldfish which people cruelly keep in clear glass globes die from nothing but fright and fatigue, after swimming round and round their prison till they are worn out.

BELGIAN SCHOOL SUGGESTS EXCHANGE OF  
STUDENTS AND TEACHERS.

A rather unusual opportunity is presented through the Belgian Ambassador to the United States and the Belgian Director General of Agriculture and Horticulture, who suggest that it might be of mutual advantage to the United States and Belgium if a number of American young women might attend the Normal Institute of Agricultural Home Economics and Laeken. It is also suggested that American agricultural colleges might "exchange" students or teachers for a time with the Belgian Institute on a "living expense" basis.

## YOUR SCHOOL

If you think your school's the best,  
Tell 'em so!  
If you'd have it lead the rest,  
When there's anything to do,  
Help it grow.  
You'll feel bully when it's through;  
Don't you know.

If you're used to giving knocks,  
Change your style;  
Throw bouquets instead of rocks,  
For awhile;  
Let the other person roast,  
Shun him as you would a ghost,  
Meet his hammer with a boast,  
And smile.

When a stranger from afar  
Comes along,  
Tell him who and what we are—  
Make it strong.  
Needn't flatter, never bluff,  
Tell the truth, for that's enough;  
Join the boosters—they're the stuff,  
WE BE LONG.

## MY DOG.

## Then

I bought him for fifty cents.  
I did not get him from any kennels.  
He brought no pedigree with him.  
His bones almost pierced the flesh.  
His head and tail hung at half mast.  
He was covered with fleas.  
He had a bruise on his hip from a biped's kick.  
He cringed and trembled when anyone attempted to touch him.

## Now

I would not sell him for all the gold ever mined.  
He is as sleek and round as a butter ball.  
His head is held high and his tail wags.  
He has no fleas (well, only an occasional one).  
He has no bruises.  
He rises joyously to meet every caress.  
He is as intelligent as it is possible for an animal to be.  
He has forgotten how to cringe and tremble.

What has wrought this great change?  
Simply that I have given him a square deal.

Investigation of the physical condition of children in the schools of the village of Newark has resulted in re-establishment of nutrition classes and daily feedings of milk and graham crackers.



## Ten \$175.00 Scholarships to be Given "Free"

To students attending 7th and 8th grades and Junior and Senior High Schools of the public and private schools of the Territory of Hawaii, who attend schools on the Island of Oahu.

These free scholarships will entitle the holder to attend the COMPLETE COURSE in AUTOMOBILE CONSTRUCTION & REPAIR, just the same as though he had paid the regular tuition of \$175.00.

They are to be awarded to the students who produce the best composition on the subject of "THE TRADE I WISH TO FOLLOW AS A MAN".

Beginning 1922-23 terms, this offer is to apply to all schools of Territory of Hawaii. The method of determining the winner may be changed and the number of free scholarships may be increased.

The efforts of the Y. M. C. A. Trade Schools are for the benefit of all of Hawaii's young men, and the Directors realize that there are thousands of these fellows now attending school who do not know what trade to choose for their life work. It is this idea that prompts the Y. M. C. A. Trade Schools to make this proposal.

### REASON WHY STUDENTS SHOULD TRY

The scholarship is valued at \$175.00.

The scholarship is a lifetime one and insures the winner a trade as an Automobile Mechanic.

The student will be able to make up his mind as to which trade to follow as a man.

It will be an incentive for thought and study along these lines.

The Y. M. C. A. Trade Schools will be visited by the young men participating and they will learn of the technical educational opportunity now available in Honolulu, if they live on Oahu, otherwise they will learn by mail.

The young men who participate will receive literature from this school, which will encourage them to learn a trade.

The general American education of all students participating will be beneficial.

The student who receives the scholarship will receive tools, text books, etc., and a free membership in the Y. M. C. A.

It will promote that feeling of competition and desire to win that is so richly rewarded in the field of sports and makes a boy want to learn a trade.

It puts up a goal for the boy to try to reach in his efforts to secure an education. He will work for good grades on many subjects that he actually HATES now.

The Y. M. C. A. Trade Schools plan to make this offer each year—if the students want it.

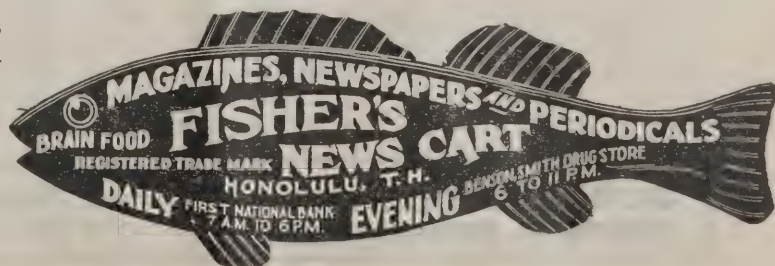
### CONDITIONS

1. Each student must write a composition on this subject:

### "THE TRADE I WISH TO FOLLOW AS A MAN, AND WHY"

2. All letters must be limited to 500 words.
3. All letters must be originals and not copied from books.
4. All students over 11 years of age may compete, if in 7th grade, or above.
5. All letters must be in the hands of the judges by May 15, this year.
6. All letters become the property of the Y. M. C. A. Trade Schools and may be published in whole or in part.
7. Each letter is to be marked with grade allowed by the judges.
8. The letter must be written on standard 8½ x 11 inch paper.
9. The writing must be with ink, in student's own hand writing.
10. Writing to be on one side of the paper only.
11. Each letter must contain the mail address of the student's parents.
12. Each letter must be mailed to the office of the Y. M. C. A. Trade Schools, Honolulu, T. H.
13. Each letter must show school the student attends, his grade and the name of his teacher.
14. The following are points in grading:
 

(a) Proper English .....	10 Points
(b) Penmanship .....	10 "
(c) Spacing and arrangement ..	10 "
(d) Clearness of idea .....	50 "
(e) Punctuation and grammar ..	10 "
(f) Composition .....	10 "
15. Each student participating, who lives on Island of Oahu, must visit the Y. M. C. A. Trade Schools and secure a registration number, which must be attached to his letter when it is turned in.
16. The scholarship is not subject to transfer.
17. The Y. M. C. A. Trade Schools will not pay the railroad or boat fare from the other Islands for the winner, as is done for students entering through the regular channels.
18. Each student winning must send a photograph of himself to the school.
19. There must be at least 5 students enter the contest from each registered school.
20. Not more than one scholarship may be awarded to students from any one school.





## JUDGES

The judges shall be teachers or other officers of the schools participating, to be appointed by the Superintendent of Public Instruction.

There shall be 5 or more judges.

In case of a tie, the scholarship will be cut in half, or equal parts, and the student winning can use his part as cash in paying tuition at this school.

The awards of the judges shall be final.

## JUDGING

The students competing will mail their composition and registration ticket to the Y. M. C. A. Trade Schools, Honolulu, T. H., where they will be held until May 15, at noon, then all the compositions from each registered school will be grouped and sent to the judges, who will grade them and select the winners,—then returning the entire group to the Y. M. C. A. Trade Schools, who will send the scholarship trophy and a copy of the winning letter to the principal of the school attended by the winning student, who will award it at some school social exercise.

Judges will observe the rules of the contest and be sure to mark the grade allowed on each letter. See that these letters are returned to the Y. M. C. A. Trade Schools in time so that scholarship trophy can be sent by mail to winning school.

## TIME OF AWARDING

The scholarship shall be awarded at the time of some general school social or graduation exercise.

## WHO SHALL AWARD

The Principals of schools winning will personally deliver the scholarship to the winner, probably at a social function or at graduation.

## USING THE SCHOLARSHIP

The student who wins the scholarship must attach his picture and leave the copy of his letter attached to it and mail or bring it to the school at once. He will be given a regular receipt stating that he has paid his tuition in full to the Complete Course of Automobile Construction and Repair. Then he should begin his studies as soon as he can arrange to attend school—the same day, if possible.

## INSTRUCTION TO PRINCIPALS AND TEACHERS

### How the idea developed

During the last ten years the Director of the Y. M. C. A. Trade Schools has been teaching men NEW trades. Most of these men had one or more trades but were dissatisfied and wanted another. Their ages averaged between 18 and 65; they were of average intelligence, probably having an average 6th grade education, some with families; they came from all walks of life and were of all the Nationalities on the face of the earth. They had learned the wrong trade—were not happy and contented in their work—and

naturally were not successful. A large percentage of these men were “startling successes” at the new trade, because it was what they WANTED to work at. They loved their new work and were contented to work and to study long into the night to make themselves better fitted for their new trades. Many of these men have since become leaders in the business world of their new line of work; others have entered into business for themselves and are successful. The balance have been able to increase their salaries to such an extent that they are now able to own their own homes, have automobiles and many other pleasures that were beyond them before. Very few have failed to improve.

**SUCCESS IS A WONDERFUL THING IF YOU ACHIEVE IT WHILE STILL YOUNG ENOUGH TO REAP THE BENEFIT OF WHAT IT PROVIDES.**

### The Mis-fit

Many young men leave grade schools and take up some trade that offers them an opportunity at that instant—they want the money that their employer will pay for their time, and have no other interest in the work. They remain in this class of work until they gradually assume family and financial obligations that are heavier than their work will provide funds for, then they realize that their trade is not the best one for them. They become dissatisfied and soon become dangerous investments to their employers, as their dissatisfaction is reflected in every move they make and sentence they speak. They start on the downward road to definite FAILURE. If the man has been careful and has laid away a little surplus cash, he goes to some Trade School and learns a new trade, but the resulting success will come to him in a period of life which will prevent him from realizing many of the pleasures that should have been his in earlier life.

### Public and Private Schools can help

If this man could have been guided while still in grade school into the trade that he was suited for—the one that he liked and would fight for—the one that would have brought him success—he would have been a better MAN—a good citizen—and an asset to any community. That is the idea behind this offer. This School is a Y. M. C. A. project. It has for its ideal, “Character,” which defined in every day language to the average man simply means being able to make a good living at something that he likes. Because if has these two things, being naturally inclined to treat the other fellow as he is himself treated, he will be able to achieve success.

We believe that a boy should have an opportunity to find out which TRADE he would like as a MAN—to find himself—to think about the future and to realize the importance of choosing a line of work that he will like with all his heart, no matter what that work may be, if he likes it—wants it—and has a chance to develop himself for it, HE WILL SUCCEED, and do it EARLY IN LIFE, when results really count.



### America's Problem—also a World Problem

By entering this contest a boy will set his thinking powers to work on this important subject, and even if he does not win the \$175.00 scholarship, **he still wins.** If the men who were boys twenty years ago could have entered such a contest, many who are now poor financially, almost heart-broken, and who have families who reflect their character, would be what is considered a **SUCCESS** today. America is, and has been for a long time, struggling with this problem. The financial loss from strikes, which are the direct outcome of dissatisfied men, is a factor amounting to millions each year—more than enough to have financed the education of all the men who took part. Satisfied men do not strike. The clock does not tell them when to start or stop working, and their services are worth enough to finance their living. Employers are willing to pay—if they get what they pay for. They recognize efficiency. Organized Labor and Finances are continually at each others' throat, and will be until they realize that the real solution is in educating the young man for the job he likes—then put him to work at that job, pay him enough to live comfortably, and he will earn it and a reasonable dividend for the employer. This problem will not be solved in this generation, but a contest like this one each year, in the public schools of the Territory will certainly help solve Hawaii's problem for the next generation. The offer is made in a spirit of co-operation of the Y. M. C. A. Trade Schools with the efforts of the Public and Private School System, and the success or failure of it depends upon the reciprocation received from the faculty of the schools participating.

### An example

Boys hate to cut the grass on the lawn but they will play base ball, foot ball, basket ball, or some other sport which forces them to work equally as hard, until they are forced to stop thru sheer exhaustion. But it is fun and they like to do it. The teachers should arrange their part of the program so that the boys who are eligible will **FIGHT** for the scholarship trophy, just as they fight for a loving cup or a sportsmanship prize. It is worth enough, financially, to buy two very beautiful loving cups. Each room or grade should have a separate race for the prize, then the best men from each room should be pitted against each other for the final award.

### Grading

As the grading takes into consideration the regular studies of the students, the teacher will be able to work out some competitive stunts that will make a student want to study where he now shirks. Fifty per cent of the grade necessary to win the scholarship will depend upon the student's ability along five regular school subjects. The other fifty percent simply depends upon his ability to **KNOW WHAT HE WANTS TO DO WHEN HE IS A MAN.** The parents can help the students in this matter, as a great many fathers have experienced **WHAT THEY HOPE THEIR SON WILL MISS.** Each school will arrange to give the scholarship at a time when the students are grouped together—a graduation exercise would be a good time. Then have several men from the big interests of the

community come in and address the boys on the subject of **CHOOSING THE RIGHT TRADE.** They will be glad to do it. It is their problem.

Write a letter to the Y. M. C. A. Trade Schools explaining in detail how you promoted the contest. We hope to make it more successful each year, and your way may be adopted as a standard to follow.

Interest the local newspaper in the contest—get several good news articles into its columns. If there is a school paper gotten out by your school, use its columns freely in discussing with the students the good they received from the contest. Supply the newspapers and school papers with a picture of the group of contestants, a copy of the winning letter, and a picture of the winner. Be sure to send a copy of all letters, advertising, newspaper articles, etc., used to promote this contest, to the office of the Y. M. C. A. Trade Schools.

### HOW THE SCHOOL WILL REGISTER

Just as soon as the officers of the schools decide that they wish to conduct the contest, they will write a letter to the Director of the Y. M. C. A. Trade Schools, Honolulu, T. H., approving the contest and stating their intention of giving it their earnest co-operation. This letter should be sent by return mail, addressed direct to the School.

### APPROVED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION

The matter of the co-operation of the Y. M. C. A. Trade Schools with public and private schools of the Territory in promoting this contest, has been approved by the Superintendent of Public Instruction and also by the Officers in charge of the Y. M. C. A. Trade Schools. Principals and Teachers of the schools participating are urged to co-operate in making the contest a success.

### INSTRUCTIONS TO STUDENTS WHO WISH TO ENTER CONTEST

Boys: Do you hate to cut the grass or do other chores about the house? Most boys do—but those same boys like to go fishing, swimming and play ball. Have you thought about what you would like to work at when you become men? You have probably told yourselves that you would be a success and do something that would make your parents proud of you. If you want to be that success, choose a trade that will have just as much fun in it as you now get out of

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playing base ball. Work is play if you like it. There is just as much work in playing ball as there is in cutting the grass.

Do you like to ride a bicycle—to tear it all to pieces and put it back together again? Have you found an old clock that you were successful in making keep time after you had taken it apart and put it back together? Do you like to get your hands and face smeared with grease and oil from an automobile that your dad owns? Do you like to look in the window of a machine shop and see the mechanics work? Do you like the sound of an automobile with a wide open exhaust, as it goes spinning down the street? Answer these questions in your mind, then if you find that you do like to see the wheels go round, you should make every effort to win that scholarship. You will like to work at Mechanical work, just as you like to play base ball now.

When you go out looking for a job the big boss will pay you big pay and you will always have a job IF YOU LEARN TO DO SOMETHING THAT YOU LIKE TO DO. You will find life is worth while living. You can have a home, a car and a business of your own, and be contented. "That's Real Success."

#### HOW STUDENTS ENTER THE CONTEST

The student who wishes to enter the contest must first read the conditions, then apply to the Principal of his school for registration and a number. This registration ticket must be attached to his composition when he mails it to the Y. M. C. A. Trade Schools.

### Commencement Days Are Coming Soon

Your school will probably need some printing in the way of Programs, Invitations, Envelopes and Tickets.



Let the Star-Bulletin print them in the correct style at reasonable prices. Mail orders promptly attended to.

Honolulu Star-Bulletin  
P. O. Box 366 Honolulu, T. H.

If the student lives on the Island of Oahu, he must call at the Y. M. C. A. Trade Schools for his registration number.

#### How to send compositions

Observe all the rules of the contest and after you have written the best composition you think you can produce, attach the registration slip to the letter and mail it (first class) to the Y. M. C. A. Trade Schools, Honolulu, T. H.

Compositions must be mailed to the Judges by May 16. No composition will be accepted after 12:00 o'clock noon on May 16. Each letter will be opened and if the rules of the contest have been observed and the composition is eligible for entry in the contest, it will be approved by the Y. M. C. A. Trade Schools. All the compositions from each school participating will be sent at once to the judges.

TO THE WINNER BELONGS THE SPOILS.

Dear Fellow Principals:

Secretary Crabtree has sent me a cheery letter in regard to the progress of the work of the National Education Association, items from which I pass along for your encouragement.

The Executive Committee, greatly encouraged by the steadily increasing N. E. A. membership, is starting the long hoped for Research Bureau with Mr. John K. Norton of San Jose at its head.

President Charl O. Williams will very soon start upon her two months' tour, delivering addresses in various parts of the country especially in the west.

Although we may not hope to share in the inspiration and enthusiasm which her visits will create on the Mainland, we may by united effort, create the same spirit in Hawaii. We can not afford to keep aloof from the great forward educational movements of the day.

There is a rapidly growing sentiment on the Mainland that the threefold organization plan is the best means of advancing educational interests. At this critical time in its public school history, Hawaii needs our united efforts. If each principal will aim earnestly to persuade his teachers to join the local, territorial and national organizations it will not be long before this territory will stand in the front rank for its progressive spirit and for its loyal service to the cause of education.

Sincerely yours,  
JOSEPHINE DEYO

N. E. A. Director for the Territory of Hawaii.

#### Precepts to Remember.

Never to throw stones at those harmless creatures, the frogs.

That nearly all snakes are harmless and useful.

That earthworms are harmless and useful.

That it is very cruel to keep fish in glass globes, slowly dying.

That we should protect the cats and dogs from ill-treatment and give them food and water and a warm place to sleep.

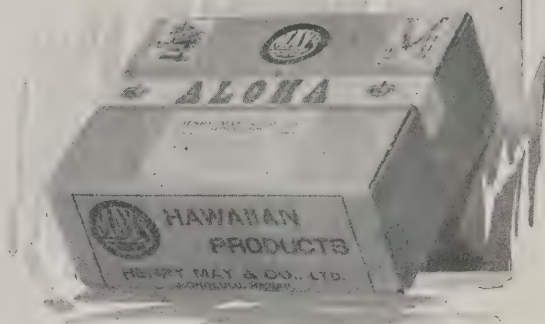


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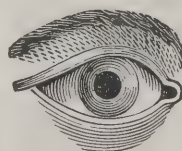
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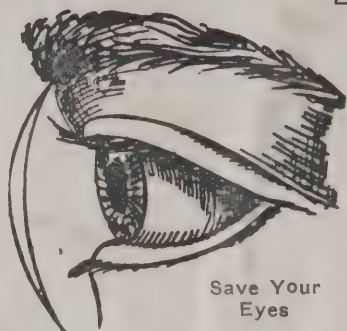
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# Hawaii Educational Review

VOL. X. No. 10.

JUNE, 1922.

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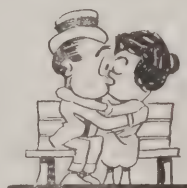
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# Hawaii Educational Review

VOL. X. No. 10.

JUNE, 1922.

Price 15c.

## THE BOTANY OF SUGAR CANE

By PROFESSOR BERGMAN

(Second Lecture in Ewa School Series)

To begin with, I want to run over briefly the relationship of the sugar cane to some of the other plants that are more or less familiar to you. Sugar cane is one of a large group of plants that we call grasses. This may not mean very much to you, but in the group of grasses are included all the ordinary cereals grown such as corn, oats, rice, barley, and things of that sort. The palms are rather closely related to the grasses, and so far as their essential make-up is concerned, are very similar to the grasses. Lillies of different kinds are also rather closely related to them. So the sugar cane is one member of a large group of plants familiar to you.

The plant consists of three general parts: (demonstrate with plant brought in for this purpose) the roots which are organized to work in the ground, then a long stem upon which are supported the leaves. The leaves in different kinds of plants take on a great many different shapes. In most of the grasses and grass allies the leaves are long and narrow. That is one way by which you can often tell the group to which a plant belongs. When you find a long, narrow leaf that is grass-like in appearance you may reasonably be sure that it belongs among wheat, corn, sugar cane, lilies and other plants of a similar kind.

The stems of all plants are marked by those divisions or joints which we call technically the nodes. On sugar cane these joints are very prominent, but you will find them on any plant you care to observe. It is from these nodes that the leaves always come out. Wherever we pull a leaf off it leaves a little scar or mark of attachment. (Point out specimen.) In this case the leaf base is wrapped around the stem more or less. This is a peculiarity of the grass variety. The point of real attachment is down here at the rim of the node. (Point out place where a leaf is attached.) Another thing to notice is that the leaves always have a definite arrangement. (Hold a specimen and point out the arrangement.) In the sugar cane the leaves are arranged so that they fall into two rows. All the leaves on the right hand side are attached to the right hand side of the stem and vice versa. That is not true of all plants but it happens to be true of all plants of the grass variety. It is true of rice and wheat and corn.

If you look at a geranium or rose bush you will see flowers on it at certain time of the year. We speak of these plants as flowering plants. But grasses have flowers also. They are not very showy and never have bright colors, but the flowers are nevertheless present. On the corn plant when it is about grown you see at the top of it the tassel coming out. This tassel is com-

posed of bunches or clusters of flowers. This compares exactly with the bunch of flowers on the geranium plant, only in this case the flowers are of two kinds, while in the geranium we have only one kind of flower. That is true of all grasses. On sugar cane at certain seasons of the year, November or December, you see a great whitish plume or tassel on top of the plant; that is the flower cluster. It is made up of a great many little flowers. The flower consists of two parts in the grasses. One part makes the seed and another produces a powdery substance. This powder must be transferred to the other flowers in order to have these seeds develop, otherwise the seed will never mature. This transfer is ordinarily accomplished in grasses by means of the wind. The powder is very fine and can easily be carried by the wind until some of it lands on the other flowers. Other changes then take place which make these structure down here develop in size and that makes the seed. Sugar cane does not do this with any regularity and for that reason, sugar cane cannot be grown from seed.

Because of the fact that sugar cane does not usually produce seeds, the new plants have to be started from what we call cuttings. A cane stalk is cut up into segments of suitable length, perhaps ten inches to a foot long. There is another point which I did not call your attention to before; you see a bud, or little growth at one of these joints. (Point out a bud.) That is just a young shoot, and when it grows out it will make a branch, just as this branch here is an outgrowth from the main grass stem. These buds all have the possibility of growing up and making a shoot. If we cut that stem into segments and put a piece of the stem down into the ground, these buds begin to grow. They would make stems just like this.

All along the edge of these joints are roots that spring out into the soil. (Point out places from which roots grow. They may be seen as small knobs just below nodes at base of plant.) This assists the new plant and each little stem comes in that way to have its own individual root system. You see that to some extent these roots come out at the nodes. This is the way that sugar cane is propagated. The reason why it has to be propagated in that way is because it very rarely produces seed such as rice, wheat, corn and oats do with regularity.

One of the kinds of work that the root has to perform is to hold the plant in position in the soil. If you go out here in the field and try to pull up a sugar cane plant it would resist being pulled up. The roots anchor the plant and hold it firmly in place. That is to pre-



vent the plant from being turned over by wind or being overthrown by any animals that might come in contact with it. Then, again, the plant finds it necessary to stand upright in order to get the leaves to work properly. The leaves have to be displayed to the light in order to get a proper amount of sunlight and the plant must stand in a proper position to do this. This is what the roots have to do. Besides that the roots take up water and other materials for the plant. The main thing that the root system takes from the soil is water, however. It uses a great deal of that. You know that the fields have to be irrigated every so often during the season on account of the great amount of water used by the plants. A large part of this water it retains for the composition of the plant. The juice which is pressed out in the mill is largely water. Most of this water that goes to make the juice was originally absorbed by the plant through the root system. Some of the water taken into the plant is lost to it through the leaves. About eighty or eighty-five per cent of that juice is water. All of that water is taken up by the roots from the soil.

Now the question comes up as to how the water is carried up to the upper parts of the plant. I have set up here a little demonstration to show the path of movement of the materials that are taken up by the roots to the leaves. This consists of nothing more than a bottle with some red ink in it and a stem of sugar cane cut off and plunged into that solution. You will notice that just the very lower part of the cane is in the ink, a little over an inch perhaps. If you will look at the stem here you will notice that the whole end of it is red.

There are certain parts in the stem that are there for the purpose of carrying away water and other solutions from the roots. (Cut off a joint several inches above level of stain in glass. Remove outer hard covering and cut off thin slices which may be shown to scholars.) Take a cross section of the stem and look at it and you will see a lot of little dots scattered all through the stem. You will notice that these little dots are a darker red than any of these spaces in between which is due to the fact that the stain has gone up through these parts here. These are more or less stringy and tough in structure. It is through these little tubes that the stain travels. In the same way the water and other things that are absorbed by the roots move up through these little pathways and all through the leaves. (Remove one or more leaves and pass out to students for examination.) If you hold a leaf up to the light and look at it carefully, you will see that there are a great number of little fine lines running the length of the leaf. It is through these veins, as we call them, that the water travels from the root as it goes up to other parts of the plant.

On the roots there are a great number of little hairy outgrowths through which the stain or water goes from the soil into the root. It then passes into the center of the root where there is a group of cells or parts to which the water is carried. That joins on to the stem and from there a great number of these lines, which are more or less analogous to pipe lines, extend up to the stem. Through these a number of branch lines run out from the stem to the leaf so that the water can be carried from the stems and roots and leaves to every part of the plant.

Part of the water goes to make up the juice in the plant, and this juice is the part which contains the sugar which is pressed out in the mill. But there is a great deal of the water taken from the plant which is lost from the leaves by passing out into the air. When a plant takes up water from the soil it gets from that water certain other substances. These other substances serve the plant as food. Among the materials which it takes up in that way some of the more necessary ones are hydrogen, nitrogen, phosphorus, potassium, calcium, magnesium and iron. There are also some others but the ones named are the most important ones which are taken from the soil. In many cases where the soil does not contain these materials it is necessary to fertilize the soil. What a plant wants is water with some of those other substances in solution with it.

In addition to this, the plant takes from the air oxygen and carbon. The carbon is taken in always as carbon dioxide ( $C O_2$ ). The oxygen it also takes from the air. Hydrogen is taken from the soil in the form of water ( $H_2O$ ). The reason we grow sugar cane is because it makes sugar and sugar is made from carbon, hydrogen and oxygen. Just these three things are used by the plant in making sugar.

One of the simplest forms of sugar we may describe by the formula ( $C_6H_{12} O_6$ ); that is there are six parts of carbon, twelve of hydrogen and six of oxygen. The plant can combine carbon dioxide in a way that is understood by botanists and make these sugars of several different kinds. These different kinds of sugar all represent combinations of these three elements in that general proportion. This process can take place only in the presence of light. For that reason a country that

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has plenty of sunlight through a large part of the year is better adapted for the growing of sugar cane than a country that has a quantity of rain part of the time. The less light a plant has the less sugar it can make.

A suitable temperature is another condition. We can only grow sugar cane in countries that are sufficiently warm. In the southern part of the United States, in Louisiana, it is grown to a considerable extent, but that is the only part of the United States where it can be grown because the days and seasons are too short for it to mature farther north. The two things it needs most are plenty of carbon dioxide and water. The water it gets from the soil and wherever it does not rain enough, as it does not out here. The water has to be supplied by irrigation. The plant has enough carbon dioxide as it can obtain plenty of that from the air. We do not notice the carbon dioxide because there is so little of it. If we take ten thousand parts of air, four of them would be carbon dioxide. The plant has plenty of this element, for it has a way of abstracting it from the air and of building it up to make sugar.

It may be well to indicate briefly how those gases get into and out of the plant. (Show chart of leaf structure, point out cells, epidermis chloroplasts and stomata when reference is made to them.) This chart will give you some idea of the structure of a leaf. These little spots are what we call cells. They are very small. We could take forty-five hundred of these cells and put them side by side and they would only make a line about an inch long. On the outside of the leaf there is a little covering which corresponds to the skin that covers our bodies. This is perforated by minute openings. In the case of cane we have from twenty to twenty-five thousand of these little openings in a space of about one inch square. The plant breathes through these holes.

The plant has no way of exhaling or inhaling air like animals; the air has to move in and out of its own accord. The air moves in and out of these little openings and comes in contact with these little cells. In these cells are small green bodies (point out) which are much smaller than the cells themselves. Here the sugar or starch is made. It will take place only when these green bodies are present. If we cover up a leaf with a piece of black paper or some other object through which the light would not penetrate, the plant would not make any sugar. In the same way, if we deprive the plant of either one of the raw materials, particularly of the carbon dioxide, it would not make sugar. It has to work under a proper temperature and with plenty of light, and it must have the raw materials to work with.

It is possible to demonstrate in a plant that these substances are made. We could take a little piece of leaf, for instance, and tell whether or not there is any starch made in it. In the first place, I want to show you how we prove that starch is present in any part of the plant. (Demonstrate test as here indicated.) I have put in this little watch glass a bit of corn starch, just a plain white powder. In this bottle I have some iodine. It is a peculiar fact that when we add iodine to starch the starch turns blue. Whenever you get a blue color on the application of iodine, it means that starch is present. I will try heating a little starch to make some of it dissolve so it will work more readily. (Heat a small amount in a test tube with water; heat

over alcohol lamp.) Starch will not dissolve in cold water, but it will to a limited extent, in warm water. (Demonstrate.) Now when I add the iodine the liquid turns blue as you see, proving that starch is present. (Put a few pieces of leaf in a test tube with water and heat over lamp to boiling.) Now I will take a little piece of the sugar cane leaf and find out if there is any starch in the plant. We will have to boil this up a little in order to get rid of the green coloring matter in the plant before adding the iodine. We may wish to know whether there is any sugar in the plant also. I will demonstrate with a little bit of grape sugar first. (Make demonstration as indicated.) First I will dissolve it in a little water. Then I add a little Fehling solution to it and you see what happens. It has a pale blue colored tint, which on heating turns a brick red. That is a characteristic color change when sugar is present. If we want to find out whether there is any sugar in this sugar cane we add a little of this blue solution here, which is especially prepared for the demonstration of sugar, and we heat it until it boils and see whether or not a color change takes place. Then if we get a reddish brown color it will indicate that sugar is present.

I used grape sugar in this case because a color change takes place more easily than with cane sugar. However, I will try the same thing with cane sugar. (Make test for it using cane sugar.) You will see that the blue color is largely destroyed and in its place we have some of that rich brown color. In testing sugar cane for starch it is necessary to take as much of the green coloring out as possible before it will show. (Take pieces of cane leaf which have been boiled, pour off

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water and add a small quantity of alcohol. First the leaf was boiled in water and now I have put on a little alcohol to take the green coloring matter out of it.

The stem is easier to test for sugar so I will take a piece of the stem and cut it up in pieces. I will then boil this piece in water to make a test for sugar. Then I add a little of this Fehling solution to it. (Take a piece of pulp from stem and test for sugar as here directed.) You will see that instead of the blue coloring of the solution there is some of that rich coloring formed, showing that sugar is present in the stem.

Besides sugar and starch there is just one other class of food we will demonstrate and that is proteid substances. That is somewhat closely related to the white of egg and fish. They are called proteids. In this case I will add a little copper sulphate solution to some beans and to a bit of sugar cane and let it stand fifteen or twenty minutes. (Cut some slices of cane stem, put them in a dish and cover with copper sulphate.) (Twenty minutes later.) Now you will notice that the bean turns blue on addition of alkali. On this little piece of sugar cane which I have been testing, if any blue coloring appears when I add this solution of potassium hydrate it will show that it contains proteid substances. Beans, alfalfa, fish and eggs contain proteid. You see that just a very faint color of blue appears, so faint that it is hardly visible, which shows that there is a small amount of proteid present in the stem of the sugar cane.

Besides using carbon dioxide from the air and water from the soil to make carbohydrates, the plant carries on another kind of work. It carries on the process of breathing, which is exactly similar to the process of breathing in man or other animals, with the exception as indicated before that the air is not exhaled and exhaled forcibly; it is just a simple diffusion through those little breathing pores which occur on both sides of the leaf. Just as we could not live in a room where oxygen is not supplied, so the plant is not able to live in an atmosphere without oxygen. It depends on oxygen just as much as do animals and human beings. The plant takes oxygen through the air. It is taken into the plant and it oxidizes, or burns sugar to liberate energy. The plant uses this energy in performing activities of various kinds, such as growth and transportation of materials. This comes from the food which is oxidized or burned by the plant. In burning substances in the plant carbon dioxide is produced just as if we should light a fire and burn wood. A certain amount of oxygen is consumed and a certain amount of carbon dioxide is produced.

We have in this jar some sugar cane leaves. These were put in the jar yesterday afternoon and covered up. This process cannot be shown when the plant is standing in the light. This is taking place all the time, but it is obscured by the other processes which take place in the plant. We have to cover the plant up and keep it in the dark so that the process of food manufacture, which uses up carbon dioxide, cannot take place; therefore any oxygen that is used up and any carbon dioxide

that is produced ought to show. If we put a flame into air that is devoid of oxygen the flame will go out, as you will see when I put the cover over this lighter wick. (Demonstrate by putting cover over flame of alcohol lamp.) Demonstrate as here directed.) Now I will light a match and remove the cover from this jar and lower the match into this jar and you will see that the match does not burn but immediately goes out. This shows that the oxygen in the jar has been burned out.

(Demonstrate as here directed.) Now I have here just an empty bottle. I will take out the stopper with which it has been corked from the time that the jar containing the plant was corked yesterday afternoon, and see if a match will burn in this jar. Yes, the match continues to burn. In one case the match extinguished and in the other the match continues to burn. This shows that the oxygen has been consumed in the bottle with the plant, while in the other bottle there is still oxygen enough to support combustion.

I have in this bottle some baryta water. When carbon dioxide bubbles through it, it will get more or less milky in appearance according to the amount of carbon dioxide in the water. (Take a bottle of baryta water and pump air from jar containing cane leaves through it.) Here is another bottle with cane leaves in it. You will see that the water is becoming milky in the first bottle, showing that there is carbon dioxide present. I will now take some of the same solution again (demonstrate as here indicated) and just use ordinary water and bubble some of the gas through it. In this case there is no apparent change; the liquid is still clear. These two experiments have shown that the leaves of the sugar cane plant, if left in the bottle in the darkness will use up the oxygen from the air. This is shown by the fact that the match will not continue to burn, but goes out when lowered into the bottle containing the plant because of lack of oxygen. It also shows that carbon dioxide has been produced because when we bubble the air from the jar containing cane leaves through the barayta water it turns milky, which denotes the presence of carbon dioxide. The plant has removed the oxygen and replaced it with a corresponding amount of carbon dioxide.

That is done only in the process of breathing. There are two processes which take place in the leaves and other green parts of the plant. In the process of making food it stores up energy and uses raw materials, carbon dioxide and water. In respiration that food is burned to liberate carbon dioxide. It releases energy and gives off carbon dioxide as a waste product.

I am going to try an experiment for you with one of these cane leaves. I am going to take two pieces of glass and put one over and one under a leaf. Now notice after this has stood for fifteen or twenty minutes that there are some drops of water on both of the watch glasses. This water did not come from outside, but was condensed from the plant, as the glass was dry when each was put there, one over and one under the leaf. This goes to prove that practically all the water that passes off from the leaves is lost again in the out-

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side atmosphere as water vapor. In a large field of cane the amount of water lost from the leaf surface amounts probably to thousands of barrels of water per month. For instance, an average tree on a hot day might give off a barrel of water per day. A cane plant might lose somewhere around a half a pint to a pint of water per day, so, if you calculate the number of stems to an acre of cane and figure the amount of water that is likely to be lost on a hot day, you will get some idea of the amount of water that goes off into the air as water vapor. Most of the water, then, that is absorbed by the roots of a plant goes out into the air as vapor from the leaves. This water passes through the little openings in the skin of the epidermis.

(Take leaves from alcohol, put them in a watch glass and add about half a teaspoonful of iodine.) We will make a test now to see if there is any starch formed in these leaves. Add a little iodine to the leaves, taking a knife and puncturing the leaves so that the iodine will penetrate, and if there is any starch present, it will show up. There is no change noticeable in this case, showing that starch is not manufactured. In most plants the product manufactured is not sugar but starch. Plants have the ability to change sugar to starch and starch to sugar. Most plants make starch directly. The sugar cane, however, is rather peculiar in that it make sugar as a form of food rather than starch. It does not make much proteid. That is why the sugar cane is such a valuable plant for the production of sugar. The sugar beet is another plant which works about the same way. It piles up most of its reserve food in the form of sugar and does not form starch. (Make test for proteid. Pour off copper sulphate from pieces of cane stem—rinse in water and add a few drops of potassium hydroxide.)

#### INSTRUCTIONS IN REGARD TO APPARATUS AND EXPERIMENTS FOR TALK ON "THE BOTANY OF SUGAR CANE."

Professor H. Bergman

Have a well-grown plant dug up from the field. Give instructions that the roots are to be dug up as completely as possible and the soil is to be shaken out with as little breaking up of the root system as possible. Have this plant brought up to the room where the talk is to be given.

Sometime, say six to twenty-four hours before the talk is to be given, cut off one stem just above the ground level, and place the end in a glass tumbler or small jar containing small quantity of eosin, which will be provided for this purpose. Stand the plant up in the corner or in some place where it will not be disturbed until it is to be used. At the same time pull off a number of green leaves from the plant out in the field and place a number of these in a glass jar, having a capacity of from one to two quarts. The jar should be one which can be sealed up tightly and should be glass since the leaves are placed in the jar. Wrap the jar completely with brown paper or with several thicknesses of newspaper in order to exclude the light. If the leaves are allowed to remain in a jar from which the light is not excluded the experiment will not be successful. Another empty jar of the same or similar kind without any leaves in it should be set aside as a check or control against the other.

#### LIST OF APPARATUS AND EQUIPMENT

- One tumbler or open jar for eosin.
- Charts showing flower structure of wheat, oats or corn.
- Charts showing leaf structure.
- Watch glasses and clips for holding.
- A small quantity of laundry starch or corn starch.
- Several test tubes.
- A bottle of iodine in solution.
- Fehling solution.
- A small quantity of grape sugar, a small quantity of cane sugar.
- Alcohol lamp, matches.
- Four or five watch glasses for stains.
- Copper sulphate solution saturated.
- Sodium of potassium.
- Hydroxide solution.
- A few dried beans or peas.
- Two glass-stoppered jars for repression experiment.
- A small pressure bulb for pumping air.
- A few pieces of rubber and glass tubing.
- A bottle of baryta water.
- A small bottle of alcohol.

On page 5 in demonstrating the absence of starch in sugar cane leaves take a few strips of leaves about an inch wide across the leaf place these portions in a test tube with sufficient water to cover them. Boil the water over flame of alcohol for about two minutes. pour off the water and add an equal amount of alcohol. Allow to stand from five to ten minutes for the extrac-

(Continued on page 14)



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# The Teaching of Place Geography

By RACHEL E. DAY, West Junior High School, Sioux City, Iowa.

(Copied from the March Journal of Geography)

Geography is a study of the physical environment and its relation to life. A study of places is a part of geography but it is not a distinct subject in itself. It is the fundamental basis for the teaching of geography just as the addition and multiplication tables are for the teaching of arithmetic. It is picturing accurately the position and relation of places in the mind of the pupil, that is of practical value in teaching him anything further about the various parts of his country. Without the knowledge of places one cannot appreciate the activities of people or make intelligent adjustments to his environment. To appreciate letters, telegrams, and travel one must know places and what they stand for. To make decisions in such matters as means of transportation, marketing, and investments in land properties, one must have a definite knowledge of place geography.

Some of the foremost educators in the geographical field have found by tests and examinations that even college students lack a knowledge of the location of places on the map and upon the actual earth itself, as shown by them in articles published in the *Journal of Geography* and other educational publications. Many teachers in the elementary schools find that soon after the pupils have completed the study of a region they have forgotten the places taught.

## PREPARING A LIST OF PLACES

The first problem that confronts the teacher is to decide what places shall be taught. Place geography being only a phase of the larger field of the subject, it is necessary to guard against teaching of too many places. A list of places to be used as a basis for the work may be provided by the teacher or by using lists found in school journals. The teacher may consult the text, various courses of study, maps, and other geographical

publications. With these materials at hand one should undertake to list the important places for drill work. Choose places that are important for more than one reason. One should not, nor cannot, except a pupil to remember all places that will be discussed during the class periods. If the selection has been carefully made beforehand, the drill can be centered on those places of greatest importance. More time can thus be given to the important places and confusion will be avoided.

## USE OF MAPS

The lack of the proper use of maps has brought much distress to teachers and pupils. The map is the fundamental basis from which place geography is taught, and the pupil must learn to interpret it. The teacher should study maps before trying to interpret them to pupils. The wall map should be constantly used during the study and recitation periods. The position of the map may be changed on the wall or it may be placed on the floor, thus providing a way for the pupils to interpret it from its natural position. To give correct ideas of distance represented between places, it is necessary to teach the pupil to make correct use of the scale of miles. The pupils should be given careful, specific directions as to how to use the maps in the text during the study and recitation period. All class work should be examined to insure exactness, carefulness, and neatness. The use of maps overcrowded with names should be avoided. Outline maps have proven to be of great value to many instructors and pupils. These maps give each pupil a chance to do the work definitely for himself. The use of colors helps to fix permanently in mind the location of places.

Map study should be approached differently in the lower and upper grades. It is in the lower grades that the foundation is laid for the study and interpretation of maps. The teacher must suit the work to the capacity of the pupil and understand whether the work being done is that which requires drill. To use maps to the best advantage the teacher must understand the maps as well as the preparation the pupils have had in previous work.

## IMPORTANCE OF DRILL

Drill work is a necessity in the teaching of places. It cannot be accomplished without repetition. This repetition can be made interesting by well planned class exercises consisting of various games and devices. Such drills may involve the whole class period, a few minutes at the beginning, or a few minutes at the close of the period. They may be given whenever the teacher finds the best opportunity to introduce them. Giving drills merely to take up class time is a waste of time to the pupils and the teacher. The pupils cannot act intelligently and be blind as to the purpose of the work.

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The drill lesson has an important place in the class. The study of a region cannot be completed without bringing many new places to the mind of the pupil. For example, the topic of "Corn Raising" in the Central States is taught in detail in the lower grades. The pupils indirectly learn the names of many of the larger market centers. Unless some device is planned whereby these can be reviewed, each will be forgotten. It is at this place in the work that an interesting drill lesson can fulfil its mission. A commerce, journey, picture, guessing, relay, travelogue or stereograph game may be presented for the drill work. These games will be interesting and should be planned to require rapid thinking and action on the part of the pupils. Such well planned interesting rapid drills make a splendid review, providing a way for the pupil to return to the places again and again. Thus he becomes so thoroughly acquainted with them that they seem real.

It has been claimed in the past that place geography was taught for the purpose of learning names, which were soon forgotten, and gave the pupil little value in return for his labor. On completion of the work the results show that the pupil remembered a jumble of names, without any knowledge as to what those names represented upon the actual earth. The name of a place should never be taught until there is a reason for knowing something about it. When some phase of the work is being discussed, the names of places will naturally come up in class. Pupils should be taught why a place is important. Such places will be remembered because the pupil had a motive to discover facts that were of interest to him. This should result in a class attitude of high standard and in a gaining of interest in the work.

#### PLACE GEOGRAPHY A PHASE OF LARGER FIELD

It should not be forgotten that the teaching of place geography is a small phase of the larger field. Much can be done by incidental teaching of places at the same time other important topics are being taught.

Many of the places discussed in class are entirely new to the pupil. To talk about some remote place and not connect it in any way to those things which the pupil knows and understands will result in a loss of time. Hours of unnecessary study on the part of the pupil and hours of unnecessary class discussion could be saved by associating what the pupil knows with that which he is learning for the first time. An association should be made first, with those things most closely related to the pupil, the home, the school, and the surrounding community, second, by using the broader knowledge of the pupil, which has been obtained through travel, former school work, outside reading of books and magazines, examination of articles, exhibits, and pictures.

The new cannot be associated with the old until the pupil gains an understanding of the new. This may be accomplished in the class work by the use of actual articles, exhibit materials, pictures, stereographs, lantern slides, collections made by pupils, trips to museums or industrial plants, maps, reading material in text, outside books, and magazines. These materials may be procured by the cooperative work of teachers and pupils.

When the new materials are mastered and associated with the old, the comparison of the two will be inevitable. It will stimulate thought on the part of the pupils. It adds interest to the work and promotes a desire to know more about each place, providing a way for the pupil to remember places studied.

The selection of places, the constant use of maps, the frequent interesting rapid drills, association and comparison of new places with those previously studied are accomplished through the careful planning of class exercises. Each lesson can be so planned as to emphasize the location and explanation of any place worthy of discussion. This is teaching place geography incidentally, and is excellent, but it must be followed by such later work as will insure permanent mastery of the necessary knowledge of places. The journey lesson offers a means of teaching place geography in an interesting and instructive manner.

#### THE JOURNEY AS A MEANS

A journey lesson may be planned after the usual treatment of a continent or country has been completed. In this journey lesson each pupil may be led to visit every important place discussed in the previous work. Outline maps on which the important places are indicated by letters and numbers may be used. The teacher can easily prepare such a map by using the best map in the text, and selecting the important places, which can be marked on the outline map. The route of travel should be planned so that each place will be visited. Interest may be aroused by asking the pupils a few questions with reference to their past experience

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in traveling. It should be explained that they will take a long journey visiting many places and viewing many scenes. One may start from the home locality. The places to be visited should be arranged in the order of convenient travel. Each pupil must be on the lookout for something to remember about each place. The places will be located on the wall map, and the pupil must tell at least one important thing about the place before going to the next. They will visit on an average ten places during each recitation. This journey is to be written in story form.

The pupils will find reasons why one place is more important than another. This information may be obtained from knowledge gained in previous class work, the textbook, class note books, outside geographical books and magazines, maps, pictures, stereographs, and lantern slides. Sufficient time can be found to use these materials as they are needed. It is not necessary that the teacher have all of these materials to present a successful journey lesson. The materials used will depend on the amount to be found in the school and the organization of the work.

Each class period will broaden the knowledge of the pupils as the method of presentation will vary from day to day. Different members of the class will report on various things of interest, and bring to the pupils a great amount of information derived from many sources, that would otherwise be lost. The notebooks, textbooks, and wall maps will be studied and used with earnestness. Drills will be given during class time by various games and devices helping to hold the interest of the pupils. The stories will be read in class at different times. While the paper is being read one or two other pupils will point to the places on the wall map, after which the class will discuss the strong and weak points. They will be learning by association, and cannot avoid comparison in work.

The amount of time to be spent in taking such a journey will depend on the previous training the pupils have had, the number of places to visit and the general ability of the class. This plan of journey lesson has been carried out with a seventh grade class. They completed a journey through Africa visiting one hundred five places in three weeks time. The trip was written in story form as discussed and carefully worked out in class each day.

#### TYPE OF JOURNEY

"January 5, 1920, we start from Normal, Illinois. We are soon riding eastward through Illinois and Indiana. We see many fields of corn and wheat. The surface becomes more rough as we go through Ohio. The air becomes smoky as we pass through Pittsburg the smoky city of Pennsylvania. We continue our journey to New York City. It is the largest city in the United States.

"Our journey on land ends for awhile. We get on the steamer. For five days we see nothing but water. We scarcely realized this ocean was so large. The temperature is so warm when we passed through the Gulf Stream.

"We see land, everybody thinks we are nearing Africa. The captain laughs, and tells us we have come to the Madeira Islands. They are west of Africa. We stop for a day. The climate is delightful. The natives tell us that many people come to these islands for their

health. We look at the orange and banana trees. It reminds us of Cuba.

"We continue our journey eastward coming to the Strait of Gibraltar which lies between Europe and Africa. We are so near to Spain that we can see the Rock of Gibraltar. We have come to Tangier, Africa, a seaport in the Neutral Zone. It is a very queer city. We see many houses with flat roofs. The streets are narrow. The men wear turbans. They are dressed in long gowns of bright colors. Many of the people are Arabs.

"We travel south into the Neutral Zone. It is a small area of 140 square miles. We find 60,000 people living in this place. It was made neutral in 1908.

"The climate is hot. We ride mules into Spanish Morocco, just south of the Neutral Zone. It is about one sixth the size of our own state of Illinois. Many of the people are Mohammedans. We see fig orchards, olive trees, and small hedges. These hedges are made from pear trees.

"We continue our journey southward coming to French Morocco."

#### TESTING RESULTS

The papers written for class contained many geographical facts expressed in well organized sentences which were neatly written. The class displayed a high degree of interest from the beginning until the completion of the work. They were able to locate places on the outline, text, and wall maps with accuracy. These pupils had a reason to remember the places. They had been prepared for the final drill of learning the place names, not as an end in itself, but as a phase of the larger field of geography, gaining an indefinite amount of new knowledge while learning the exact location of places and what they stand for in such a way that each will be remembered, not as a place on the map itself, but as a real place in the world.

Two weeks after the trip had been completed, the teacher, without previous warning to the pupils, asked them to tabulate any benefits they had derived from the journey lesson.

The following is a list taken from those prepared by the pupils:

1. It helped me to remember places.
2. It helped me to study and interpret maps.
3. It helped me to see the places as more than a name on the map. They seemed real.
4. It helped promote my interest in geography work.
5. It helped me to know more about the continent of Africa.
6. It helped me to think what facts should be remembered, and to decide why one place was more important than another.
7. It aroused a desire to go to Africa.
8. It helped me to know which parts to visit and what to look for on a trip.
9. It helped me to make use of my previous class work in making comparisons.
10. It will help me in my future reading.
11. It helped me to use outside books and pictures to gain information.

(Continued on page 10)



# Vacationing in Honolulu, of Course

---

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---

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These pupils realized that a journey lesson had increased their knowledge of places in many ways. Their own estimates of the benefits derived show that they enjoyed the study and that they saw for themselves its value in geography, English composition, and in other practical ways. Definite teaching of place geography as a phase of geographic study enables pupils to appreciate the real meaning of current events, to enjoy books of travel, to plan their own travels intelligently, and to be better citizens.



# What Is a Consolidated Rural School?

By EDITH A. LATHROP, Specialist in Rural Education.

"Where may I secure accurate information on the number of consolidated schools in each State? By consolidation I mean a union of two or more districts offering high school advantages and furnishing transportation."

The above is a quotation from a letter received recently in the Rural Schools Division of the Bureau of Education. Consolidation is defined in this request according to the usual understanding of the idea as it exists in the minds of most people. Yet it does not conform to the meaning of the term as it is interpreted in practice nor as it is defined in the statutes.

The Bureau could not supply the data asked for because no State has collected and tabulated information in conformity to the definition of consolidation given in the request. The Bureau could furnish the approximate number of consolidated schools in each State, but no statistics are available as to whether these consolidations are formed by the union of districts or of schools; whether high school instruction is offered or transportation is furnished. The facts are that in most States the aggregate number of consolidated schools reported represents all types—from those with only two teachers to those maintaining a graded elementary school and a fully accredited high school, and including those with and without transportation.

There are four reasons why the definition quoted in the opening paragraph does not conform to consolidation as it is found in actual practice throughout the country. Consolidation is not always "a union of two or more districts." In States where the school district is large such as a township, a magisterial district or a county, consolidation is generally brought about by the union of two or more schools or sub-districts.

"A union of two or more districts" is not always consolidation as the term is generally used. For instance, there are in some States legal provisions for the union of districts where there is no intention of maintaining other than a one-teacher school. This condition is especially common in States with sparsely settled areas. In such sections a union of districts is necessary in order to obtain taxable property enough and children enough for a one-teacher school.

Again, it is quite common to close schools with a small enrollment. In fact, most States have legal provisions to the effect that when the attendance of one-teacher schools falls below a certain prescribed minimum the schools are closed and the children cared for in other schools.

Sometimes the district is abolished and its territory annexed to adjoining territory. In California, for example, if an elementary school district has an average daily attendance of five or less during an entire school year the board of supervisors may, upon investigation, declare the district lapsed and attach its territory to one or more adjoining districts. Michigan does practically the same thing where a school district fails to maintain

or provide school advantages for the time required by law for a period of two successive years.

Again the definition does not conform to collected data because not all consolidated schools offer high school advantages. The rural graded act in South Carolina, which has in reality greatly reduced the number of one-teacher schools in the State, provides for elementary courses only. High school instruction is provided for rural children in centralized high schools. In Georgia consolidated schools may or may not include a high school course. However, the provision for State aid puts a premium on the addition of high school courses, for consolidated schools that give high school instruction receive \$1000 in addition to the \$500 awarded schools with elementary courses only.

The union elementary district of California, which is a union of two or more contiguous school districts cannot give high school instruction except in certain instances specified by law. High school facilities for rural pupils in that State are provided by means of union high schools. The intent of the consolidation law in Nevada is to provide elementary schools only. High school students are presumed to be cared for by means of district and county high schools. It should be said that the general tendency of consolidation laws is to provide high school facilities. When this is not done the State makes some other provision of high school instruction for rural children.

Transportation is not always a feature of a consolidated school. In fact, the laws of only twelve States make transportation mandatory in connection with consolidation. In most of the remaining States it is permissible for certain distances stated in the law. There are five states which have made no special legal provision for transportation. In these States it is assumed, however, under duties of State and county boards of education. It should be said that custom has come to recognize transportation as a necessary feature of consolidation.

Just as the definition of consolidation used in the request for information does not conform to consolidation as it is found in actual practice, just so it does not conform to the definition of consolidation as it has been defined in the statutes of six States. These six States and their legal definitions are as follows:

Consolidation in *Colorado* means the abolishment of certain adjoining districts and their organization into one special school district, and the conveyance of pupils to one consolidated school.

The statutes of *Missouri* define all districts outside of incorporated cities, towns and villages which are governed by six directors as consolidated school districts.

*Pennsylvania* has three definitions relating to consolidated schools. They are given below:

1. "Consolidation of schools" is the act of uniting two or more public elementary schools which prior to



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such union were maintained in separate buildings, and which after such union are housed in one school plant and taught by two or more teachers.

2. A "consolidated school" is a public elementary school formed by uniting two or more public elementary schools which prior to such union were maintained in separate buildings, and which after said union is housed in one school plant and taught by two or more teachers.

3. A "joint consolidated school" is a consolidated school maintained by the joint action of one or more school districts.

In *North Dakota* a consolidated school must have 18 contiguous sections and employ at least two teachers.

In *Washington* any school district which has been formed by the consolidation of two or more school districts is designated as a consolidated school district.

The union of two or more small schools into a central graded school is known as a "consolidated school" in *West Virginia*.

In comparing the popular meaning of a consolidated school the various legal definitions of the six States it is obvious that in no instance does a State include in its definition all the features of the popular notion—namely, union of districts or schools, high school instruction, and transportation.

Furthermore, other difficulties arise when one attempts to define the term consolidation. The union of two or more districts or schools is not always called consolidation. From what has already been said it is clear that the laws of California use the term union elementary school when applied to a district formed by the union of two or more contiguous districts created

for the purpose of giving elementary instruction. Michigan designates what virtually amounts to a consolidated school a union graded school. The statutes of Ohio use the term centralization instead of consolidation. A recent bulletin issued by the State department of Mississippi classifies as consolidated schools those composed of two or more former schools combined into one and furnishing transportation at public expense.

It is apparent then from this discussion how difficult it is to formulate a definition of consolidation that will fit conditions in all sections of the country.

## THE BOTANY OF SUGAR CANE

(Continued from page 5)

tion of green coloring matter. Complete extraction is not necessary; indeed it is not absolutely necessary to have the coloring matter taken out at all, but the presence of starch can be detected more readily if all or nearly all of the green coloring matter is out.

After the green matter is fairly well extracted, take out one or two pieces and place them in the bottom of a watch glass and put on five or six drops of iodine. If a blue or dark color does not appear in the leaves after one or two minutes take a pocket knife and punch a few holes through the leaves so that iodine can get at the middle portion of the leaf. Then if the color of the leaf does not darken, it may be expected that starch is not present.

For the proteid test on page 5 take first two or three dried beans or peas, split open and place in a watch glass with sufficient copper sulphate solution to cover. Allow them to stand fifteen or twenty minutes, then pour off the water and add one drop of sodium or potassium hydroxide, to each piece of material tested. Be careful here not to add too much hydroxide as this tends to destroy the color reaction, if added in excess.

To demonstrate the production of carbon dioxide on page 6 pour a little baryta water into a test tube then remove the glass stopper from the jar containing sugar cane leaves and replace with another stopper fitted with glass and rubber tube and connect with a pressure bulb in such a way that air may be forced from the jar through the baryta water. The baryta water should become milky white very quickly when the air is forced through it in case carbon dioxide is present. In a similar way force air from the check or control jar through another test tube of baryta water which should remain perfectly clear even after air has been pumped through it continuously for several minutes.

To demonstrate that water is lost from the leaves of sugar cane or any other plant, take two of the watch glasses with clip, place one glass on each surface of a leaf, being sure that the leaf selected is sufficiently large and the glasses are so placed that the leaf separates the two watch glasses completely; fasten with a clip in this position. These glasses should be put on the leaf just before the talk begins, or at least in the early part of the period, since they have to remain in position from ten to thirty minutes in order that evident results may be secured.



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# Report of the Kalihiwaena Branch Library

for the year 1920-1921

The Kalihi-waena library opened in September with five hundred carefully selected books from the Library of Hawaii and about a hundred books belonging to the school library. From September until the last of December a librarian from the Library of Hawaii took charge on Friday giving library instruction to the older children and stories to the lower grades. On other days the library was handled by the teacher in charge with the help of the older girls who were easily trained to do the routine work and proved very reliable.

After the first of the year the library decided to withdraw its librarian. At the same time it became necessary for the teacher in charge to take more class work which made it impossible to continue the story telling below the sixth grade. There was an immediate drop in the circulation which shows how closely the two are connected.

During the month of November when the story telling was systematically carried out thru all the grades the circulation averaged one hundred and thirteen books a day. After the story telling was discontinued the circulation fell to eighty books a day. Those who were naturally readers continued to come but when there ceased to be anything to attract the others they gradually forgot the library.

From September thirteenth to June tenth the library circulated 15,275 books, an increase of 4,583 over 1919-20. The daily circulation averaged ninety books a day, or an average circulation of twenty-five each for the six hundred books during the nine months.

These numbers show a very small part of the real use of the library however. When the library was not in use as a class room the children were always welcome, and morning, recess, noon and after school there were usually between twenty and forty children reading, or looking at pictures. There were no dead books on the shelves, for every one was at least looked through several times a day. The older children used the library for a study and reference room, as here they knew they could work undisturbed.

The fourth and fifth grade girls often washed dishes during the noon recess in order to have a free period to come to the library for a story, to read, or help with the books. Once a week a class of several grade girls were taught to mend books and make picture books for the younger children.

The children were encouraged to take out books for parents and older brothers and sisters. In a few cases a parent was bold enough to come for a book himself. In this way many people who would never go to the library for books were reached.

A survey of the school above the third grade showed that ninety-five percent of the children had taken books during the year. Only a few of these would have read at all, had there not been a library at the school. Since the opening of the library the tendency in regard to

story telling in the grades has been to let the children tell the stories from their library books rather than something memorized from the blackboard. Even the second grade children are reading their own stories.

The library was greatly handicapped because, owing to the congested condition of the school, it was necessary to use the library as a class room most of the day and the teacher in charge had all the class room duties of a teacher as well as the responsibility of the library. The results were very encouraging, however, and the prospects for next year are much better.

A room to be used exclusively for the library and story telling has been promised and the person in charge is to have no class room duties. An outside bungalow has been chosen to be fitted up as much like a real library as possible. Here while still directly connected with the rest of the school the library atmosphere will not be counteracted by the natural restraint of the school room as it has been this year, and it is hoped that the library will be able to extend its influence throughout the Kalihi district.

Respectfully submitted,

(Signed) LUCILLE M. WRIGHT  
Teacher-Librarian

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# Comments on the Course of Study

Mr. Vaughan MacCaughey, Superintendent  
Department of Public Instruction  
Honolulu, Hawaii

My dear Mr. MacCaughey:

I have looked over, with much interest, the two volumes covering the courses of study in the elementary and grammar grades of the schools of the Territory of Hawaii. There has evidently been so much careful and constructive thought put into the task of making these courses effective and up-to-date that it involves a good bit of temerity for one to offer any suggestions concerning them, as you have requested that I do. I am glad, however, to have the opportunity to make one or two comments on points which I particularly notice.

- A. I am surprised to find the same length of school-day set as a maximum throughout the grades from 1st through 8th on page 4 of Vol. I. There may be local conditions warranting this change from ordinary practice of which I am not aware.
- B. I cannot help comparing the 60 minutes per week maximum time set for physical education in the upper grades with the California requirement of 100 minutes as a minimum for the same purpose.
- C. I am naturally particularly interested in the program of pre-vocational and so-called "industrial" education outlined. The content of these courses I find in the main beyond praise. With regard to the title given them, I cannot forbear the opportunity to enter my protest. In the general discussion on pages 92 and 93 of Vol. II, the teacher is clearly given to understand that these courses in the first 5 or 6 grades have no vocational significance, but I am afraid that this mere statement will not be able to undo the wrong impression obtained thru the constant use of the term "industrial" and "pre-vocational" in every day reference to these courses. Some of us have the distinction clearly in mind, but I question whether the ordinary classroom teacher does have—or can keep it, in the face of a lack of clarity in terms. It seems evident that the purpose of such courses in the lower grades is "appreciation" or general education. By using a term well-worn, but still significant, that of "manual-training," I believe we can describe this emphasis and later give the correct significance to courses in the seventh and upper grades by the term "pre-vocational." I believe that the opposition to a sane program of vocational education in our secondary schools, is very largely based on the misconception on the part of the public of the purpose of some of our non-vocational courses due to unfortunate use of terms describing them. Witness the article in the Outlook of August 24th, this year, entitled "Bolshevism in Education."

I would also prefer, then, the use of the term "School Garden" or "Nature Study" rather than "Agriculture" in the first 6 grades, and the elimination of the term "Industrial Art" in these lower grades as well.

- D. On page 14 of Vol. II, and frequently thereafter, occurs such a phrase as this "The following are some suggested projects for the first term's work." I am not sure that anybody knows just what is a project in class-room work, but I feel sure that we are merely confusing ourselves when we use the term to describe a simple question of fact, as seems to me the case in its use here. I would suggest to the persons who phrased this particular statement, the use of a term perhaps less picturesque, but more accurate.
- E. I will confess to a feeling of doubt with regard to the use of more than one-seventh of the total available time in cooking and sewing for "Review" and "Examination." It would seem to me that the meagre time available for these subjects was too precious to allow of such a large proportion being devoted to something which has little, if any, instructional value.
- F. I note that the reference material listed for cooking, sewing and allied courses does not include any of the bulletins of the Federal Board of Vocational Education. I would suggest, for the teacher's use, the addition of the following:  
Federal Board for Vocational Education  
Bulletin No. 14—"Reference Material in Agriculture"  
Bulletin No. 21—"The Home Project"  
Bulletin No. 53—"Plant Production for Southern Schools"  
Bulletin No. 56—"Animal Production for Southern Schools"  
Bulletin No. 35—"Use and Preparation of Food"

A perusal of the preceding pages would leave the impression that the writer had found little of merit in the "Official Course of Study" if he did not repeat here, in all sincerity, that the whole thing, in the main, impresses him as being beyond praise, and to emphasize that it is only with regard to a few minor details that he has been led to express the thoughts here written, in what is, he hopes, if a critical tone, certainly a spirit of helpful criticism. He would have wished to be able to delay any suggestions whatever until he could feel better acquainted with conditions in the territory generally, and with the public schools of the territory in particular.

Believe me, Mr. MacCaughey, at all times anxious to do anything within my power to forward the real interests of the boys and girls of the territory who are to be the western bulwark of the American democracy of tomorrow, and  
Cordially yours,

J. E. CARPENTER  
Assistant to the President

JEC/M



## TERRITORY OF HAWAII: DEPARTMENT OF PUBLIC INSTRUCTION

# Preliminary Directory of the Foreign-Language Schools in the Territory of Hawaii

FIRST EDITION, JUNE 1, 1922

Enrollment as of Dec. 31, 1921

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1759 Fort St., Honolulu, Mr. Tatsukichi Kuwahara, Prin.	
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1716 Fort St., Honolulu, Mr. Takayuki Asano, Prin.	
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1419 10th Ave., Kaimuki, City, Mr. Uyemon Inokuchi, Prin.	
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Queen and Coral Sts., City, Mr. Seishi Masuda, Prin.	
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Kamehameha Fourth Road near King St., City, Mr. Yukichi Nishimura, Prin.	
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Liliha and School Sts.	
Mr. Lee Kwai Chuck.	

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Mr. Ryuhei Mashimo, Prin.	
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Kamanuwai Lane near Bishop Lane, Honolulu, Mr. Chang Wai, Prin.	
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The British report on the teaching of English in the schools of England recommends the use of phonetic symbols in the teaching of English. It states that "the learning of the symbols will be found a very simple matter both by teachers and children," and "the teacher needs some means of referring to the sounds of the spoken language without actually producing them." This pronouncement ought to encourage those teachers of French who have fought for the phonetic method in our schools.

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# The Schools of Hawaii and the Bernice Pauahi Bishop Museum

By BERTHA METZGER, Bishop Museum, Honolulu.

The gods of Hawaii have come upon evil days. In the ancient times poi and pigs and even human victims were sacrificed and the suppliants bowed in reverence before the grimacing gods. Now the school children of Honolulu come to look upon the gods in the glass cases at the Bishop Museum. Sometimes they gasp at the ugliness of these strange toys and bend forward not with reverence, but with sheer childish laughter, and exclaim at their funny faces. There is no reverence in the strange tongues nor even in the exclamations of the Hawaiian children—their ancient gods are forgotten.

The stately halls of Bishop Museum are reverberating these days with young voices for the Director of the Museum has recently suggested to Mr. Vaughan MacCaughey, Superintendent of Public Instruction, that the teachers of Honolulu bring their classes to the Museum as a part of their regular class work. During March 1156 students visited the Museum; in April 249; from May 1 to 12 there have been 310. By prearrangement a short lecture will be given by a member of the staff on any subject in which the class is interested.

The little children often wish to see the birds they have been studying; they may want to hear about the games the children of ancient Hawaii used to play; what stories their grandmother told them; how their lives differed from that of the little boys and girls of Hawaii today. For the older students there are the subjects of the priceless feather cloaks; the art of the Hawaiians and Polynesians; tapas; ornaments; fish; flowers; there are subjects of endless variety.

These are some of the things the Bishop Museum is anxious to explain to the students of Hawaii. It is equally anxious for coöperation from students in Hawaii. The truth is that the scientists who masquerade under such high sounding and unpronounceable titles as archeologists, ornithologists, and ethnologists, have massive heads crowded with question marks about the Hawaiians and Polynesians, but on account of the long hair they wear nobody from the outside could possibly guess that. They scratch their bushy thatches and wonder where the Hawaiians got the idea of their helmet which so closely resembles that of ancient Rome. They're not even sure where the ancestors of the Hawaiians came from. So it isn't well to reverence them too much for their learning. Fifty years from now their ideas may seem as laughable as the old gods of Hawaii now seem to the school children of today. Nevertheless the Bishop Museum staff knows more about Hawaii than any other group of scientists in the world, and they are rapidly adding to the store of knowledge regarding the Polynesians. They welcome information from wherever it may come. Many of their manuscripts and specimens have come from people who have no connection whatever with the Museum

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except that of keen coöperative interest. Some of the early history of Hawaii was compiled unwittingly by the pupils of the early missionaries. Had they suspected that they were writing folk lore and history they would have been paralyzed with self-consciousness and many of these valued manuscripts would never have been written.

Old forgotten manuscripts are stored in many out-of-the-way places in the Islands of Hawaii. What one might think was dear old Great-Uncle David's nervous pale lavender writing may prove to be a valuable old document when it comes to linking up the history or literature of Polynesia. There are old people in the islands and unless they are obtained soon, they are gone forever. It is the work of the young people of Hawaii to make these modest old folks realize that these tales show the culture, learning, and poetry of the Hawaiians by which all civilizations to come are to judge the Hawaiians. Many teachers are in a position to know these old people and to work with them to get this information written down, or bring it to the attention of the Bishop Museum, so that if it is unrecorded literature it may be obtained. Through close coöperation of everyone interested in education and in the Hawaiians will come the answers which are so puzzling to the scientists of today, and through knowledge and interest the teachers and school children are doing their full share.

Teachers who have given twenty years of their lives to their profession are too old to begin learning all the up-to-the-minute intelligence tests and the like. Don't

take the heart out of them by nagging. No one can do his best work when fearing for his position. Don't take the heart out of the middle aged teacher, whose influence over his pupils for good is just as strong and necessary as that of the younger teacher.—Dr. Frank E. Spaulding, Head of Ed. Dept., Yale.

At this time when taxpayers are criticizing the schools, it is up to the schoolmen to give an accounting. We must stand for a nation-wide program of health, recreation, good citizenship, professional training of teachers, the fiscal and political independence of the schools, and a courageous assertion of the rights of communities to be advised and guided by intelligent experts.—Fred Hunter, Supt., Oakland, Calif.

The campus flapper is not a new development. There were prototypes of the modern flapper in the 90's. They had their eccentricities and plenty of them, although they did not roll their stockings or bob their hair or wear their goloshes flapping. The girl of today does not differ materially from those who came in the procession a generation ago. The piled-up head-dress, built on "rats," hoop skirts and bustles called down the same complaints that we hear about rouge and long ear rings and the various other eccentricities of the modern girl.—Eleanor M. Adams, Oxford College for Women.

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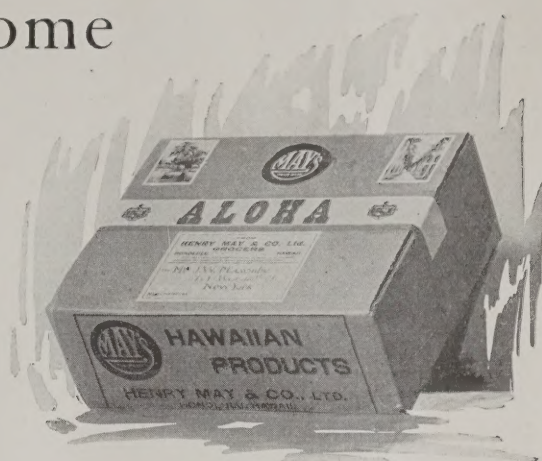


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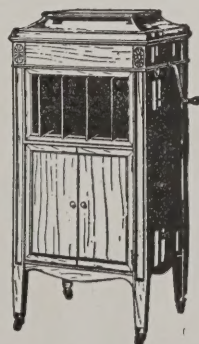
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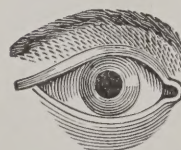
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